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ABSTRACT

The major driving force for educational development in Korea is educational behavior and the educational perspectives that underlie it. Chapter 1 of this book looks at the Korean educational system and identifies the patterns of thought concerning education, the values underlying these patterns, and their defining implications for educational development. Chapter 2 provides the theoretical background through an extensive review of the literature. Chapter 3 builds the conceptual model which highlights different patterns of viewing educational characteristics of Korean society using Singleton's conceptual classification and Berger's social construction model. Chapter 4 describes the procedure of constructing a questionnaire according to the model and administering the survey. The findings of the survey are described in chapter 5 and include a profile of the sample population of 850 teachers, 5,040 parents, and 5,560 students, their value orientations, the desired value orientations of education, and an evaluation of school educational systems. Findings indicate that 76 percent of the sample believes that humanism should be more respected than materialism in social development and change. Additionally, 89 percent of parents want their sons to have a university education, while only 70 percent want the same for their daughters. The findings also reveal that the typical public conception of schooling is associated with the humanistic model, rather than the gate-keeper or Confucian models. (PPB)

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SOCIAL CONSTRUCTIONS OF SCHOOLING

Lee Chong jae, Ph. D.

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SOCIAL CONSTRUCTIONS OF SCHOOLING

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This publication is an English version of an earlier research report produced by KEDI. It is a result of KEDI's new effort to distribute its earlier research findings to share the experience obtained in Korean education with the educators, educational researchers and administrators in the internationl community. We hope that this translated version of our earlier work will be used as a reference to those in the profession.

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PREFACE

This report indicates a part of our attempts to investigate the Social Constructions of Schooling in Korea. In the way of designing the development of Korean education we came to understand that the understanding of people's behavior in dealing with Education is one of the most important factors to be considered. People's ideas, perceptions and attitude toward education seems to play a very important role in the process of realizing developmental tasks of education. We could find conflicts in constructions of schooling at the bottom of most educational issues today in Korea.

As indicated in the statements of problem, this study was originally undertaken for developing the indices of Educational development. In the process of this study, there was need to conceptualize educatinal development, first. Addressing this question led researchers of this study to an in-depth consideration of educational behavior. This study assumes that major driving force for educational development is not so much the institutional infrastructure, policy measures or quantitative criteria setforth in planning as educational behavior and the educational perspectives that underlies it.

This study is a just beginning in our attempts to understand Korean Pattern of educational behavior. We could find many interesting and significant implications to educational policy development from this study. There may be many other ways to interpret the findings of this study. This kind of interpretation is open to all who are concerned with educational development in Korea. We just hope that this study stimulate our intellectual discussion further for educational development.

Kim Young-shik
President,
Korean Educational Development Institute

CONTENT

I. **INTRODUCTION** 3

1. Problem Statements 3
2. Study Outline 6

II. **THEORETICAL BASIS OF THIS RESEARCH AND RELATED STUDIES** 8

1. Social Constructions of Schooling: Competing Images in Korean Education 8
   A. Images of Development 11
   B. Social Constructions of Schooling 14
2. Theoretical Perspectives of Educational Reform and Development 26
   A. Theoretical Base 26
   B. Concepts of Education from Theoretical Viewpoints 27
3. Studies on the View of and Attitude toward Education 31

III. **CONCEPTUAL MODELS IN VIEW OF EDUCATION** 37

1. Concepts and Characteristics 37
2. Classification of Factors 39
3. Model Views of Education 40
   A. Value and Goals of Education 41
   B. Operational Aspects of School Education System 49
   C. Approach Models to Conflicting Views of Education 56

IV. **STUDY APPROACH** 61

1. Research Tasks and Approach 61
2. Development of Questionnaire 62
   A. Structural Designing 62
   B. Selection of Variables 64
   C. Construction of Questionnaire 67

3. Selection of Participants 67
A. Sampling 67
B. Implementation of Survey 70
C. Processing of Data 70

V. KOREAN PEOPLE'S VIEW OF EDUCATION: MAJOR FINDINGS 71

1. Profile of Sampled Population 71
2. Value Orientation 77
A. View of Human Nature 77
B. View of Human Relation 78
C. Time Perspective 81
D. Value Orientation of Social Development 81
E. Value Oreientation of Social Change 84
F. Determinant Factors of Social Status 85
G. Orientation of Occupation Selection 86
H. Comprehensive Analysis of Value Orientations 87
3. Desired Value Orientation of Education 91
A. About the Ideal Profile of an Educated Person 91
B. Value Orientation of Educational Contents 95
C. Value Orientation of Ideal Profile of a Teacher 98
D. Value Orientation of Social Functions of Schooling . . 103
4. Evaluation of School Education System 107
A. Evaluation of Educational Opportunity and Expected Level of Educational Attainment 107
B. Economic Value of schooling, Motive for schooling and Expected Level of Educational Attainment 114
C. Social Selection of Schooling 119
D. Evaluation of Entrance Examination to College 122
E. Operation of School 128
F. Consciousness of Educational Problems 136
5. Factor Analysis of View of Education 143

VI. SUMMARY AND MAJOR CONCLUSIONS 148

I. INTRODUCTION

1. Problem Statements

There are two theoretical viewpoints from which to view the role of schooling in the changing social context.[1] For the last two decades education has been in a dynamic process of development and educational achievements feature primary concern for dramatising the potential contribution of schooling to social development. Coming into the late 1970's, new dimensions were added to discussion on the role of schooling with heightened concern with new problems resulting from the lopsided structural and functional approach to educational development. Adam Curle who had advocated the role of educational development directed toward economic growth for the third-world nations became skeptical of this approach and underscored the role of education in the realization of social justice.[2]

Haq[3] in charge of planning development of World Bank illustrates specific problems of functional approach. The primary concern of technocrats with quantitative indices led to an excessive control of government, burgeoning demand for investment, the dominance of economic growth subordinating other important concerns, widening gap between plan and implementation, and the intertia of schooling in serving immediate social functions.

The new movement of educational development was echoed by Samuel Bowl,[4] who played a leading role in the development of

1) Ronald Paulston, "Social and Educational Changes: Conceptual Frameworks, *Comparative Education Review*, Vo. 21, No.213 (June/October, 1977), pp.370-395

2) Adam Curle, *Education for Liberation*, New York: John Wiley 1973.p.1

3) Mahbub Ul Haq, *The Poverty Curton: Choices for the Third World*, New York: Columbia University Press, 1976.pp.12-26

4) Samuel Bowls, *Planning Educational Systems for Economic Growth*, Cambridge Mass, Harvard University Press, 1969

educational planning model to support economic growth, in his urge to divert attention to the political and social context of education. It suggests that problems such as the widening gap in educational opportunity and limits to upward social mobility make it inevitable to view educational contribution from a wider perspective, taking into account extraneous forces acting upon the educational system.[5] Coming into the 1970's, economics of education shifts its attention to political economy of education which adds new perspective and insight to the role of schooling.

Educational innovations which have been made over 15 years have been guided by the functional concept of education. This fact is amply exemplified by various study themes which are frequently cited, namely - "education for national development," "educational contribution to national development," "educational system responsive to industrialized society," "educational development planning," etc. The concept underlying these is the subordination of educational system to economic and social system.

The functional approach to educational development was debated by Chung Bum Mo in relation to more fundamental issues touching on human race, freedom and equity, regional disparity of development.[6] It is in this context that his discussion focuses on the selective function of schooling for the society, that is, the current system of examination and its impact on educational scene. His point of arguement is an urge to shift attention from manpower development to academic development.[7]

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5) Samuel Bowles, "Unequal Education and the Reproduction of the Social Division of Labor" in Karabel and Halsey (ed.), *Power and Ideology in Education*, New York: Oxford University Press, 1977 pp.137-153

6) Chung Bum-mo, "Direction of Educational Development," A paper presented toseminar on educational development, August 1979

7) Chung Bum-mo, *Development Education: An After-thought.* A paper presented to the Guest Lecture Series, School of Education, University of Pittsburgh (Mimeo), Feb. 1980.

The historical milieu for the development of modern education in Korea features a panoramic view of conspicuous events, including the nascent period of feudalistic society, dark days under the colonial rule, liberation from it, territorial division, the fratricidal war, rehabilitation and the breathtaking economic development. The time span of ten decades consists of three phases, each constituting a different backdrop for educational development.

The rapid torrent of changes in forthcoming years underscores the need to redefine educational goals. In this connection, we should be able to view education at large and its related issues in a right perspective, with due attention to underlying values.

Education in Korea is beset by a host of problems. The effort to assure equal access to quality education on the high school level is confronted with new challenges. The limited places in tertiary education produces a sizeable proportion of candidates spilled over from the competitive examination and repeating the same cycle of preparation for entrance. Private turoring has gained such an enthusiasm that becomes a drag on a sound development of educational system. Mistaken view of education attaches greater importance to the symbolic value of schooling, ignore compelling educational realities, and produces a counter-force to development. And the effort to improve the quality of teachers is handicapped by their low morale. What is the source of all these problems? What is the value base for perceiving educational problems? And what are their implications for the solution of problems?

The genesis of this study was "Study on the Indices of Educational Development." In the process of this study, there was need to grapple with "what is educational development?" Addressing this question led us to an in-depth consideration of educational behavior. The premise is that the major driving force for educational development is not so much the institutional infrastructure, policy measures or quantitative criteria set forth in planning as educational behavior and

the educational perspective that underlies it.

The unusually high degrees of enthusiasm for education offers a powerful leverage for development, if it were channeled in a right direction. On the other hand, a mistaken view of education offers the possibility of misguiding enthusiasm to act against development. Value conflict is an outgrowth of a confusing welter of old and new values typical of the modern society and it arouses concern by confounding the vision of education.

The ways in which education is looked upon are diverse. From a personal viewpoint, education is often taken for a means for personal success, as contrasted with the social viewpoint which considers it as a tool for achieving national and social goals. The latter attaches a higher degree of importance to the role of education in the development of manpower necessary for the society. Dominant among educators is the view which holds education responsible for ensuring the self-realization of individuals. The advocates of this view deplore the current trend toward the dehumanization of educational process and urge it to be readdressed.

The public view of education is expected to have far-reaching effect on all aspects of education, viz., educational goals, curriculum content and method, policy formulation, and evaluation. It is an important element in shaping attitude toward the current educational issues and strategy for development. Grapsing the views of education inherent in the Korean people and value underpinnings are expected to provide an effective tool for analysis of educational problems and the development of solution measures.

2. Study Outline

Pursuant to the need to shed light on the view of education, this study concerns itself with identifying the patterns of viewing education and value orientations underlying them and defining their implications

for educational development.

This study is in four parts. Chapter II provides the theoretical background through an extensive review of literatures. Chapter III builds the conceptual model which highlights different patterns of viewing education. Chapter IV describes the procedure of constructing questionnaire according to the conceptual model and administering survey. The findings of survey are describbed in Chapter V.

II. THEORETICAL BASIS OF THIS RESEARCH AND RELATED STUDIES

1. Social constructions of schooling: Competing images in Korean Education [8]

Competing images of education, as well as schooling and development, form the social context of educational planning and policy-making in Korea today. These competing images underlie a variety of sometimes conflicting social purposes pursued in schools. This paper is an attempt to suggest some of the specific images, or social constructions, of schooling and development; their relationships to each other; and their implications for defining educational problems. It is based upon a view of the world as socially constructed and can, therefore, be called a "constructivist" model of social forces in education [9]

This model suggests that our perceptions and conceptions of reality, built upon our transactions with the world and interpreted through our social experience, construct the world with which we can deal and the meanings which we will attribute to it.[10]

As symbol-using human creatures, we manipulate meanings to achieve our immediate purposes. The management of meaning is "a fundamental property of political interaction, to be explicated through adequate consideration of the phenomenological realities of situations." [11]

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8) John Singleton and Chong Jae Lee, "Originally prepared for the first International Conference on Korean Studies", *Academy of Korean Studies*, Seoul, Korea. December 17-19, 1979.

9) Jon Magoon "Constructivist Research" *Review of Educational Research* 47:651-93, Fall, 1977.

10) Berger, Peter L. and Luckmann, Thomas *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*, New York: Doubleday, 1966.

The determination of an educational problem is, itself, a social construction and a political act, often combining the images and purposes of schooling and society to which one subscribes. All too often, we, as educators, take the problems as self-evident and move to prescribe solutions before we have examined the images, assumptions, and purposes underlying particular problem statements. We ignore the implicit conflict of competing social constructions of schooling in the defining of an educational problem. We do not recognize a need to negotiate over problem statements as well as any remedial actions we propose to undertake.

In Korea, there are a powerful set of images that are associated with the concept of "development." It is within these constructions of development that much governmental planning and policy-making activities are conducted. While development planning is sometimes perceived as a technical affair, we would suggest that there are not only competing political interests to be reconciled, but competing social images of the instruments associated with development purposes. Competing images of schooling, for instance, have different implications for the management and planning of education, and the definition of educational problems.

As Berger has suggested to professionals in the areas of development and policy research.

> Those who are the objects of policy should have the opportunity to participate not only in specific decisions but in the definitions of the situation on which these decisions are based. This may be called cognitive participation.[12]

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11) Cohen, A. P. and Comaroff, J. L. "The Management of Meaning: On the Phenomenology of Political Transactions" in Bruce Kapferer (ed) *Transaction and Meaning: Directions in the Anthropology of Exchange and Symbolic Behavior*, Philadelphia: Institute for the Study of Human Issues, 1976.

12) Berger, Peter L. *Pyramids of Sacrifice: Political Ethics and Social Change* New York: Anchor Books, 1976.

In making both popular and official social constructions of schooling explicit, this cognitive participation by citizens in educational policy-making may not only be facilitated but may also lead to a better understanding of how such participation is already in effect beyond the formal political arena.

This analysis is the product of two observers coming from separate disciplinary backgrounds - - anthropology and economics. Though we are both analysts of institutionalized education, we are here combining the perspectives of ethnography and political economy, which share an important precept - - an emphasis on understanding human transactions in their social context. Unlike the experimental psychologist who would remove human behavior to the laboratorv in order to eliminate the influence of confounding contextual forces, we would insist on studies of the confounding context as the critical factor in understanding. The complementary questions associated with our separate perspectives are:

1) *What are the meanings of education important to social decisions in education? (ethnography)*
2) *What are the benefits or rewards accruing to specific groups in these decisions? (political economy)*

Together , these questions suggest we look at the process of educational planning and policy-making as the construction and management of educational meanings as well as a political process of resource allocation. Educational meanings in Korean society are negotiated in transactions between government planners, administrators, educators, parents, citizens, and other centers of political influence.

It is the systems of educational meaning, which we are here calling social constructions of schooling, that are the focus of our paper. They are some of the phenomenological realities of Korean educational discourse.

Considering the rapid social and economic change in Korea since the traditional patterns of the Yi Dynasty, independence from Japanese

colonial rule, and two decades of Government-sponsored economic development, it is necessary to take account of a variety of historically derived social images of development and schooling in order to understand the underlying social constructions of schooling in the late 1970's.

It should be obvious that this is more of a conceptual than an empirical exercise, suggesting questions for educational research in Korea. The suggestions came from our personal experience in Korea, the U.S., and Japan. The model is one that could be adapted to many societies, but the list of specific images is directed to an examination of Korean education.

In the following sections we will suggest the images of development, some specific social constructions of schooling, and some examples of the patterns of conflict engendered by these competing constructions for the definition and resolution of educational problems in Korea.

A. Images of Development

Four images of development in Korea are very neatly suggested by a series of government-sponsored research centers that have had high scholarly visibility and direct access to governmental policy-makers and planners. Many have had international support in their origins and all are involved in international intellectual exchange. In this, they represent the Korean adaptation of an internationally accepted series of development images. They also are the symbols of Korean development images, each having implied or explicit social constructions of schooling for national development. While they have been strongly influenced by their international connections, they have served as models for other developing societies, aspring to emulate Korea's development successes. Table 1 lists these social constructions in their institutional representation, examples of educational means

to contribute to these goals, and educational problems suggested by them.

There is, for instance, the Korean Institute of Science and Technology (KIST) which exemplifies a central concern for the contribution of science and technology to economic and industrial development. The direct connection of scientific activity to industrialization is everywhere recognized. What is not so often considered is the symbolic role of science in contemporary societies. An emphasis on science education, for instance, is usually justified as a contribution to the strength of a nation - - but what is taught and learned in school science classes is more often the authority of science for the determination of truth and reality. Public acceptance of scientific authority, an act of symbolic faith, is the actual product of this symbolism.

Science is, therefore, a central public symbol of development and the acknowledged resource of modern development planning. It is both the standard and symbol of rationality in problem solving which is seen as the necessary pre-requisite for effective development programs.

Second only to physical science and its technological applications, is the symbolic role of economics in development planning since World War II. The Korean Development Institute (KDI) represents the image of economic rationality, stressing the possibility of designing socio-economic development in a rational manner. This economic rationality extends beyond economic areas into an image of functional rationalism which has had a significant impact on many Korean development efforts.

Even as academic theorists and some government officials have become discouraged by the results of some economically-oriented development decisions, the symbols of economic analysis are upheld. Capital formation and gross national product continue to form an image of development.

In education, economic concepts of human capital and human

resources development have been influential in the definition of educational system problems. Manpower planning and educational investment have been considered significant concepts in educational decisions. Concern about the "overeducated" society is a conceptual by-product of this economic analysis.

Even before these economic analyses became popular, however, schools have been viewed as instruments of national development. For instance, the rapid development of a modern national school system in Japan in the 1870's was explicitly supported as a direct contribution to national strength and development. Special attention centered on the school's curriculum and the modernizing skills and attitudes which it could transmit. In Korea, the Korean Educational Development Institute (KEDI) is representative of this concern. It has assumed responsibility for educational development based on images of scientific authority and functional rationality. In this social construction of development, schools are both the instruments and the measure of development. Together with the economists, formal school experience of the population is seen as human capital investment for development purposes.

While other official images of development could be listed, we will end our list by suggesting that the host institution which commissioned this paper, the Academy for Korean Studies (AKS), is, itself, another institutional embodiment of a development image - - in this case that of national spiritual values and cultural identity. Perhaps more than the other institutes already mentioned, there is a directive for open examination of the images of development. There seems to be an explicit sense of the need for "clarifying directions and tasks for national development"[13](AKS '78 brochure)which takes into account the unique contributions of Korean culture to Korean development. It is a task that does not fit cultural identity against science, economic

13) *Academy of Korean Studies* '78 The Academy of Korean Studies (brochure), 1978.

planning, or educational development, but it does suggest that they have contributed to "the lopsided development of material civilization at the expense of human and spiritual values." (AKS '78 brochure) The decisions on developmental goals and policies apparently need more than scientific, economic, or educational advice. Beyond this there is the assumption that preservation and enhancement of a unique cultural tradition is, in itself, development.

These images of development have played important roles in shaping official social constructions of schooling, guiding major governmental policy decisions in education. On the other hand, we have to take account of some traditional and popular social constructions of schooling which affect individual educational decisions and form the social context for schooling in Korea.

B. Social Construction of Schooling

Popular meanings and purposes of education shared by various groups in Korea and specifically applied to schools form social constructions of schooling. These exist in addition to the images suggested by governmental developmental goals as given above. We will suggest those that seem important to us, though systematic survey research would be necessary to measure the degree and scope of their support in Korean society and ethnographic research would be necessary to determine their range and content.

The four major public social constructions of schooling are shown in Table 2. They include the Confucian image, two versions of the gatekeeper image, and the humanistic or human capacity development image.

Perhaps the most-often cited image of Korean education is that which goes under the label, "Confucian." It refers to a conception of education as a moral enterprise stressing group harmony and the right ordering of human relationships with different emphases depend-

ing on reference to specific periods in the Yi Dynasty. It emphasizes classical literature as the major source of curriculum. While some people would relate Confucian images to past society, there is a clear concern from many citizens that schools should teach a moral perspective. Some might think of this as political socialization. As in premodern educational patterns, there is a concern for both a general or mass morality and a specific or elite morality. For the student who will be selected out for high rank in the society by schooling achievements, it is important that he or she be the embodiment of social virtue.

More recently developed social constructions of schooling include societal and individual versions of a gatekeeper image and a humanistic or human capacity development image. These constructions have been substantially developed during the rapid socio-economic changes in Korean society since the Yi Dynasty. Changes associated with Japanese colonial rule, American influence, and the rapid economic progress under national independence have been influential in these more modern views of schooling.

Both societal and individual versions of the gatekeeper image see schooling as a process of social selection for limited elite social roles. The two constructions imply different strategies for educational decisions depending on whose interest is taken as more important - - the individual or the society at large. From the societal gatekeeper point of view, schooling serves as a rational recruitment and training device for channeling students to careers and associated social statuses. It serves this social purposes of distributing limited social positions among the population while maximizing efficiency of resource use and minimizing socio-political costs within the existing social structure.

Contrary to the societal view, the individual gatekeeper view sees schooling as the most important, justifiable means for achieving upward social mobility. Eventually this view leads to public acceptance of the value of education as a means for social competition.

This is, of course, the view of parents and students looking at the role of schooling in their personal lives. The school is the institution within which one's future social status, or that of one's children, will be determined. The amount and quality of schooling one can achieve will be the important factor for most citizens in determining their adult social, occupational, and marital opportunities. School success, diplomas, and entrance examinations will seal one's social future. It is this individual gatekeeper social construction that puts such fearful pressures on examination-takers facing the ordeals which will determine their schooling success. Credentialism and examination-centered curricula are, therefore, unnecessarily intensified.

The fourth major social construction of schooling, the humanistic image, is concerned with the ideal of self-actualization. It views schooling as the most effective means of developing individual human intellectual capacity and of assuring equality of opportunity for social advancement. It suggests that schooling is a kind of secular salvation for the individual who experiences it. It sees the skills of schooling as essential elements in human survival and welfare. Much of American international assistance in education, and many models promoted by UNESCO, have carried this underlying assumption. It is education for individual, rather than national, development.

The most dedicated school teachers often subscribe to this humanistic image of their profession. They are like religious missionaries, but the school, rather than the church, is the focus of their loyalty. Freeman Butts has even suggested that we might call them "educationaries."

Concerns for equality of educational opportunity, implied in the humanistic image, have led to questions about whether the schools actually serve their popular image as social equalizers. Do urban and rural children, for instance, gain equal life chances through their schooling? This is important because schools stand as the symbols of democracy in this popular expectation. Popular political support for the

schools is dependent upon the maintenance of this image of equity, even as the politically salient dimensions of social inequality may change. Recently, equalizing opportunity for the poor, for women, and for the physically handicapped have become a part of the public agenda in many nations.

Scientific authority (exemplified in KIST) and functionalistic rationality (exemplified in KDI) form the government-sponsored image of development. The major social construction of schooling corresponding to these images is that of the societal gatekeeper. That image provides a rationale for making educational policy in terms of efficient resource allocation.

The individualistic gatekeeper construction, however, justifies intense competition in school entrance examinations and heavy private spending on private tutoring. In severe conflict with both gatekeeper social constructions, the Humanistic image seems to be given little official support beyond occasional lip service. Professional educators, missionaries, and educationaries are concerned about it. This conflict of social constructions, however, may explain why educators often feel they are a voiceless minority in educational decision-making processes.

For somewhat different reasons, the Confucian social construction of schooling is in conflict with both gatekeeper images. The goals of social harmony and disciplined citizenship are not well served by the competition engendered in social role selection. Humanistic images thus find an ally in Confucian images of schooling, when they are in conflict with the gatekeeper images.

In addition to the major social constructions of schooling already discussed, there are a variety of miscellaneous constructions, some of which we suggest in Table 3.

A popular social construction of schooling, for instance, highly elaborated in Korea and Japan, is an extension of the humanistic image. It might be called the image of traditional cultural skills development,

in which symbolic and expressive skills are central. Piano playing, calligraphy, Taekwondo, certain sports, and various fine arts are examples of these skills. Rarely involved in the curricula of public schools, a separate schooling network provides for people interested in developing these skills. (In the U. S., one sees their results in Korean winners in international piano-playing competitions and in the proliferation of independent Korean Taekwondo academies.) While public schools are the modern symbols of education, popular constructions of schooling recognize alternative education instruments - - from individual private classes and instruction in the mass media to organized private academies of non-scholastic studies. Not all popular constructions of schooling are, therefore, a demand upon the public schools to accommodate their educational interests.

The colonial/imperial social construction of schooling remains as a shadow in its effect upon other public images. It reflects the national experience of colonial status under Japan. Schools then were expected to convey a faith in and subservience to the imperial rulers, leading to exploitation of the Koreans by the Japanese. Even today, subservience to authority in teacher-student relations, teacher insensitivity to student needs, denial of the self-regulating capacity of students, and authoritarian patterns of educational administration are seen by some as attributes of this colonial/imperial image of schooling.

While there are no colonial schools left, the memory of this image in Korea thus influences current perceptions of schooling. What one wishes to avoid is as potentially powerful an image as that which one seeks. This image also supports more conflict oriented perceptions of social change and education. Cultural imperialism can be seen as a result of the extension of Western patterns of schooling since Japanese colonial times. It suggests that equilibrium models of society may, in themselves, be political statements.

The school as a center for rural community development is another social construction of schooling - - usually introduced by government

planners who see the school as the logical place to stimulate local community self-help programs. Since the schools and their teachers are already at hand and organized into a national bureaucracy, they are the most attractive instruments for rural community development when resources for such interests are slim. When community development is seen as an educational enterprise, the schools are the logical instrument. In Korea, this image is represented in the Saemaul or "New Communities" movement.

In modern school patterns, a social construction of schooling has increasingly emphasized the school as the connecting link between childhood and adult responsibilities - - the pathway to jobs, careers, and responsible citizen status. It could be called the adult initiation image. The school is implicitly treated as an initiation ritual for the society - - but a ritual of varying duration and meaning for different students. The more modern the society, the more indispensable is schooling considered and the more extended is the school's influence in the lives of young people. In many societies, and specifically in the U. S., questions are now being raised about the propriety of this extensive school monopoly and suggestions are being made for alternative patterns of youth mobilization. As secondary education has inevitably been further and further removed from the regular society, a large number of youth have found themselves unwilling to accept continued school domination of their lives. Yet schools have been the prime locus for government-sponsored vocational and career education programs.

Both community development and adult initiation images are extensions of development-oriented functional rationality construction of schooling. They both lead to conflict, however, with the aspirations of students and parents for social mobility via schooling in the individualistic gatekeeper construction. Thus government expectations for school leadership in local affairs and preparation in vocational skills unrelated to the academic curriculum may be subverted by the

locally-held individualistic gatekeeper image of schooling.

For each social construction of schooling and development, there is a separate conception of costs and of benefits associated with school experience. They also imply different educational goals and procedures for realizing those goals -- what might be characterized as differing philosophies of education.

At the center of much school controversy, for instance, is the social construction of schooling as individualistic gatekeeper. As the most significant image for many students and parents of personal benefits to be gained from schooling, it supports both student motivation for the work required of them in schools and popular political support for the schools from the parents. It leads, however, to what Ronald Dore(1976)[14] has called "the diploma disease," where the earning of school credentials becomes more important than the educational process which leads to them. It is the humanistic construction of schooling which leads Dore to deplore the pernicious effects that qualification-earning motivations have on students and teachers.

Given this belief in the individualistic gatekeeper construction, however, the schools are dependent upon the credibility of their equity of student treatment. As long as the school maintains an image of objectivity in its gatekeeping functions, it is safe. This explains the tremendous importance attached to more and more elaborate systems of examination. The individualistic gatekeeper construction explains the pressures upon schools and teachers to direct themselves single-mindedly to preparation for those examinations.

At the same time, the economic image of development leads to a concern for manpower planning. The assumption that schools funnel selected candidates into the modern industrial sector calls for a rational system of planning to avoid the "over-educated" society or the political

14) Dore, Ronald *The Diploma Disease: Education, Qualification, and Development*, London: George Allen and Unwin, 1976.

problem of educated unemployment. This economic model of development, however, conflicts with popular aspirations to enter the modern urban economy, as well as humanistic perspectives. As economists recommend the reduction of advanced educational opportunity, to fit employment prospects, the public demand is for more opportunity.

This paper does not really attempt to explain how social constructions of school are formed -- nor does it explain how the images affect social and individual decisions in education. It does not attempt to identify major changes in the images historically during recent rapid social and economic changes in Korea. And it does not address very important political conflicts in the society which challenge directly the official status quo.

It does attempt to identify the major social constructions of schooling now important in Korea and some of the conflicts among them. Based on our personal conceptual exercise, the most serious conflict for educational planners is found between the societal gatekeeper construction and the individualistic version emphasizing social mobility.

Unless such severe image conflicts are resolved, educational policy decisions about new educational programs arising out of development-oriented images of schooling will continue to be subverted by humanistic images.

The definition of educational problems depends on which social construction we subscribe to, as shown in the last column of our tables. The problem diagnoses of "diploma disease," overeducated society, inequality of educational opportunity, and the "cult of efficiency," only represent specific social constructions of schooling. Without concern for resolving some of the image conflicts, the problems of school grade repeaters, endless debates on the reform of the examination system, and many attempts to institute quality education will not mobilize the social energy to solve the underlying problems. We can not expect real achievements through the use of

educational slogans dependent upon these social constructions, when the constructions are not made explicit.

Unless we focus our attention on the conflict between major social constructions of schooling and development, the task of human development perceived in humanistic terms will not be served in our educational planning and policy decisions, in our management of educational programs, or in our evaluation of educational efforts.

Table 1. Social Constructions of Development

Social Construction and Institutional Representation	Goal	Educational Means	Educational Problems
Science and Technology (Korean Institute of Science and Technology)	Scientific and technological competence in industrialization	Advanced scientific instruction for future scientists and engineers	Inadequate systematic programs of science education; support for gifted students of science
Economic rationality (Korean Development Institute)	Functional rationality in the planning of socio-economic development	Manpower planning; technically rational educational planning	The "overeducated society; school repeaters
National cultural identity (Academy of Korean STudies)	Maintain and enhance national cultural identity in context of rapid socio-economic change	Formal education in national history and cultural traditions	Lack of reinforcement for cultural identity in prestigious patterns of schooling; science becoming the "sacred cow" of modern society
Human resource enhancement (Korean Educational Development Institute)	Enable schools to function as instruments of national development; promote scientific rationality and functional authority	Educational technology; curriculum revision; new instructional materials	Traditional and inefficient patterns of schooling and teaching

Table 2. Major Public Social Constructions of Schooling

Social Construction	Goal	Educational Means	Educational Problems
Confucian	Social harmony; disciplined social participation; citizenship	Moral education; classical literary curricula; close student-teacher relations	Moral education in competition with regular school subjects important in exams
Gatekeeper-societal point of view	Rational recruitment and training of students to careers and associated social statuses; distribution of limited elite social positions with maximum economic efficiency and minimum sociopolitical cost under existing social structure	Selection for elite and advanced schooling through school achievement and examinations; limitation of advanced education openings to projected manpower requirements	Unrealistic anticipations for and demands upon higher education
Gatekeeper-individual point of view	Prepare students for best possible performance in competition for advanced and elite educational opportunity and social status	Prepare and counsel students for success in academic competition; enlarge higher educational opportunities	Narrow limitations on entry to elite and higher education
Humanistic (includes the ideology of professional educators or "educationaries")	Development of individual human capacity; self-actualization; equality of educational opportunity	Universal schooling and open admissions as long as possible in the public school system	"Diploma disease;" inequality of educational opportunity; "cult of efficiency"

Table 3. Miscellaneous Public Social Constructions of Schooling

Social Construction	Goal	Educational Means	Educational Problems
Cultural skills (e.g., martial arts, fine arts, music, bride's skills)	Maintenance and appreciation of institutionalized expressive cultural traditions	Direct intensive tutoring outside of public schools	Intense concentration on public-school participation and adult careers competes with attention to and practice of the traditional cultural skills
Colonial/imperial (e.g., schooling under Japanese Imperial rule – currently a negative image of schooling)	Subservience to foreign authority	Extension of authoritarian imperial school systems	"Cultural imperialism" in school experience
Community development (e.g., Saemaul new community movement)	Stimulating local community self-help	Use rural schools and teachers as local mobilizers for community development projects	Social-mobility aspirations of students and parents hinder school leadership in local affairs or preparation in vocational skills unrelated to academic curricula
Adult initiation (e.g., vocational and career education)	Direct initiation into adult roles	School curricula drawn from adult career roles	

2. Theoretical Perspectives of Educational Reform and Development

A. Theoretical Base

As mentioned in Section I, Parsons and Getzel-Guba model argues that cultural and normative value of education and institutional definition of the role and functions of school education hold significant influence on educational behaviors of an individual. In contrast, Schutz and Berger point out individual's subjective perception of the normative value of education and school as important factor for educational behaviors. Individual perception of the normative value of education and school takes a variety of forms. As asserted by R. Paulston, the different perceptions form the theoretical base for educational reform and development. Each is based on the cardinal assumption which is indicative of direction, premises, conditions, and rational process of educational reform.

The interest of this study in the theoretical base of educational reform and development stems from two points of discussion. The first point concerns the general thoughts of Korean people regarding education, namely, "which pattern of theoretical base they belong to?". The second point is related to the need to explore theoretical guidelines in constructing the patterns of educational perspective. Paulston developed a typology which classified eight theories into two theoretical viewpoints. They are compared in terms of (1) precondition for educational reform, (2) appropriateness as a facilitator for change, (3) scope and assumption and (4) end-goals.

The two theoretical viewpoints further break down into different models according to the way of viewing "change", namely; equilibrium versus conflict. Equilibrium Theory encompasses (1) evolutionism, (2) neo-evolutionism, (3) structural-functionalism, (4) and system theory, Conflict theory is divided into (1) Marxism, (2) Neo-Marxism, (3) Cultur-

al revitalism and anarchistic utopianism.

B. Concepts of Education from Theoretical Viewpoint

Different assumptions of social and educational change may be clustered around the two extreme views of equilibrium and stability.

1) Theories of School Education

School education is perceived in two ways. One way is to view it as a means to an end, and the other way is to stress the inherent value of it. While the former is termed "functional view, the latter regarded as humanitarian view. These two views of school education are rooted in the two main thoughts of sociology, namely; functional and conflict orientations. These views of school education are elaborated in this context.

(1) Structural Functionalism

Structural functionalism shares the same theoretical base with evolutionism and neo-evolutionism in that its view of change is based on equilibrium. It stems from the basic concept that education is aimed at human beings and that educational goals, contents and methods should be articulated in the social context surrounding it. It entails a need to address the following questions, viz. "How human beings are perceived?," "what are the implications of relationship between the society and human beings? "What are the goals that human beings ought to seek?" and "what is the viable approach to social problems?"

Structural functionalism views the society as a system comprising components in an organic relation directed toward equilibrium. A force is built into the society, which courses change toward homeostasis. The society has its own needs and requisites and these are manifested in the form of responsibilities to be fulfilled by its constituents. In

this way social equilibrium is maintained. The maintenance of social equilibrium created role expectations of its constituents and it is made possible through the process of socialization whereby the constituents internalize new values and social norms to play the expected role.

Ethical norms are not so much concerned with personal benefit as the maintenance of social order and culture. Social problems are regarded as the result of the loss of equilibrium among groups and anomie which strips the society of control mechanism. Therefore, this suggests that a viable solution be sought in the restoration of social equilibrium by establishing a sound value system.

Structural functionalism orients school education toward the maintenance of social order and social solidarity. It is in this view that school role in manpower development assumes crucial importance and the importance of school as a selective mechanism is stressed from the viewpoint of ensuring an adequate apportionment of scarce resources. School system is designed so as to meet the needs of society and its roles are dictated along the way that promotes social change and equilibrium. Importance is attached to the adaptability of educational system to the changing social milieu, along with the growing diversification and professionality of the system. The role of school education is to transmit cultural heritage to succeeding generations and this view holds that education per se is nothing but the process of socialization. Therefore, the central concern is not so much with pupils themselves as the goals and needs of the society. Education derives its criteria from external factors, into which pupils are moulded into. In evaluation, there is heavy reliance on measurable and visible criteria, as evidenced by the rampancy of objective test. Test score is believed to be the best indicator of achieved inequality.

As a subsystem of the society, school is recognized as instrumental value. This encourages the strengthening of its capability of responding to exogeneous needs. School efficiency is measured in this context. A planned change of education is centered around the enhancement

of efficiency, and this concern forms the main thrust of all R & D activities. Educational problems are believed to result from the inability of school to respond to social needs, and solution measures are found in the context of restoring its capability. This orientation of structural functionalism has been the dominant thought since UN declared the 1960's as "development decade." The main thrust of national development policies, with price concern with economic growth, have been directed toward the enhancement of efficiency in all strands of the society with the resultant achievement of social equilibrium and stability. This orientation features the development policies of the last decade. Along this line, education has sought efficiency under the carefully planned manpower development. There has been the overwhelming growth of school population and R & D activities gained momentum with the emerging of research institutes. Exchange and visible measurement criteria have become the dominant scene in the evaluation of education outcome.

(2) Conflict Theory

Conflict theory views the motive for change as the solution to conflict among the element of society. Neo-Marxism, cultural revitalizationism and anarchistic utopianism are based on this theory. They share the negation of structural functionalism and the view that social change stems from conflict in value, resources and power. Marxism and neo-Marxism stress economic conflict in particular, while cultural revitalizationism features greater concern with conflict coming from the unstable status of human essence and oppressive institutions. Although their points of arguement are diversified, there is the concensus of opinions in viewing conflict as the starting point of social change. This creates common elements in the perspective of human being and the society, value system and approach to social problems.

This theory admits theory admitsinherently exists among social groups and that the society is put on equal with its constituents, and

not as the higher entity subjugating the latter. It is in this respect that conflict theory poses a sharp contrast with structural functionalism which recognizes the value of society in distinction from and as the prerequisite condition for individual goals. The central concern of conflict theory is not with the society itself but with its constituents and it holds them responsible for creating social structure as an autonomous being. It attaches greater importance to individual autonomy and creativity. Change is favored over stability and qualitative growth over quantitative growth. Problems are associated with self-alienation, social control and exploitation by rulers which impede individual creativity. The viable approach to problems is found not in trying to better the existing system but to bring home its irrationality and promote the awareness of a need for reform.

Conflict theory which views man as an autonomous, creative being, not as the product of structural function, traces its origin to Marxism, and it finds concrete manifestation in Neo-Marxism, Cultural revitalizationism, and anarchistic utopianism, provoking the development of human psychology and human sociology.

Conflict theory created a new perspective of education, as opposed to the functional view. Under the new perspective, education is based on the notion that human beings deserve of treatment as an autonomous being to be motivated for self-realization and participation in the construction of the society of one's vision. This orientation set forth the goal of education to liberate man from social and institutional control. Man is innately equipped with creativity and inquiry into the unknown, which should fully be tapped for the greater cause of social reconstruction. School is concerned not only with "what pupils know and think" but "learning how to feel". Educational outcome defies measurement through a standard test based on external criteria. Instead, self-evaluation, school education attaches greater importance to social norms and value than instrumental value. Greater emphasis is placed on humanity than efficiency and adaptability.

This set out an outcry for an alternative system to the traditional school which has already been incapacitated to encourage the restoration of human innate quality.

Conflict theory of education developed as the result of critical analysis of structural functionalism and it negates empirical approach based on quantification and measurement by means of external criteria. On the other hand, structural functionalism views man as an object and the society as the aggregation of them. Social change is constructed as the process of constituents fulfilling their responsibilities subjective to the larger goals of society. It is through this process that social equilibrium is maintained. Social problems are regarded as the outgrowth of imbalance among different sectors of society, loosened control and confusion of role and function. Therefore, solution measures are identified in terms of contribution to the restoration of equilibrium.

Conflict theory reveals the irrationality of society - that conflict is inevitable among groups with different interests. An attempt to eliminate conflict constitutes driving force for social change. The society is not a higher entity subjugating its constituents. Rather, it finds its raison d' etre as the paternalistic guardian of its constituents in their efforts for self-realization. Stability is discarded in favor of change. All social problems are attributed to structural factors-such as alienation and excessive social control. Solution measure lies in exposing the defects of present system and promoting awareness of a need for an alternative thereto.

3. Studies on the View of and Attitude Toward Education

Major studies which have been conducted to shed light on Korean people's perception of education include Study on the View of Education in Korea (Park, J.H.), Study on Social Demands of Educational Goals in School (Korean Educational Development Institute), and

Study on the Value System of Korean People (Kim, I.H.).[15] Park's study, having defined the view of education as a value system, represents an attempt to trace the base for value system through anthropological and psychological approach. It adopted a longitudinal study which covers ten years from 1963 to 1973, during which two surveys were conducted. The result of this study was further refined by comparing it with those of Japan, China, India and the United States.

The major finding of this study may be summarized as follows;

(1) There are chaotically different views of education among Korean people
(2) Korean people's perception of education reflect orientation toward family-centered individualism and realism
(3) Commitment to higher goals is precarious, specially in relation to the nation
(4) Farmers views education as the most effective means for success
(5) Urbanites are more inclined toward adaption to changes
(6) A distinct gap in value consciousness is detected among different age groups
(7) Females are more realistic
(8) Religion has no impact on the view of education
(9) Occupation has no impact on the view of education

In the Study on Social Demands of Educational Goals, Kim Jongbok defined educational goals in terms of specific virtues needed for social life and examined each of them with regard to importance, implementation in school and necessity in family and society. Among 48 virtues, self-realization is considered the most important but this goal is underachieved in school and receives little social endorsement. It pointed out the wide gap existing between the recognized importance

15) Park Jun hi: *The View of Education in Korea*, Silhaksa, Seoul, 1975.
Kim Jong bok, *Social Demands of Educational Goals in School*, KEDI, 1979.
Kim In hoe, *Value System of Korean People*, Munumsa, Seoul, 1980.

of virtue and the degree to which it is implemented in school.

Kim In Hoe summarizes the findings of his study as follows:

(1) The view of education in Korea traces its origin to naturalistic realism, harmonions egalitarianism, and realistic pragmatism which are reflected in sharmanism. These educational implications of sharmanism led to the prevalence of consanguineons relationship which account for the lack of responsibility consciousness, self-assesment, nationhood and historical consciousness and metaphysical reasoning.

(2) Education goals have reflected a democratic and development-oriented person as the ideal profile of an educational person. Contrary to the stated goals, educational programs in school have stressed the following.

First, contrary to the goals of fostering such traits --as pioneering spirit and creativety –needed to become the master of one's own destiny, sharmanistic fatalism persisted in educational programs in school. The alleged emphasis on the development of nationhood and community consciousness fell short of replacing the entrenched consanguineous community consciousness. The match of the family-centered absolutism with development-oriented value produced a strange enthusiasm for education which exerts a negative impact on educational development.

Second, sharmanistic orientation consists not so much in the contents of educational program as the way in which they are taught and evaluated. Objective evaluation and the choice of schools by means of lotters stifles creativity and pioneering spirit and stimulates the prevalence of fatalism. The result is that the accountability of school education is brought into doubt.

Third, school education is viewed as a means of realizing personal success and the goal of family or clan. The glory and fame of family or clan constitutes the supreme goal, to which all other goals are subordinated. Self-sacrificing spirit to the achievement of this supreme goal previals among pupils and parents. Primary concern with familism

impaires the development of nationhood consciousness which is acutely needed in the unified efforts for national development. Among the studies conducted outsides Korea, Gallup Poll's [16] study on public attitude toward education and Views of Education and Occupation in Japan stand out. Besides, G. Medinnus' study on parent attitude [17] and R. Miller's study on educator's [18] attitude provide important findings. In an attempt to reflect public opinions into educational policy, Gallup Poll conducted a survey on the attitude toward such educational issues as (1) educational goals, (2) importance of school education, (3) accountability of public education, (4) qualities of a good teacher, (5) characteristics of a good school, and (6) consciousness of educational problems.

G. Medinnus invoked the opinions of 34 parents regarding their own educational experience, parents' support for school education and the importance of education to formulate their view of education.

R. Mller elicates educational perspectives in Canada. [19] He elicited the public attitude toward educational system in general, educational objectives, contents, methods, administrative support and decision-making process to obtain data base for the establishment of priority order.

The Economic Planning Board in Japan conducted a survey on the Japaneses view of education and occupation [20] as part of a study intended to measure social development indices in terms of the degree to which equality in educational opportunity and achievement was realized. The areas of special concern were the physical and psycholo-

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16) E. Brainard, Analysis of Public Attitude Toward Education: The Annual Gallup Polls on Education, *Journal of Research and Development in Education*, Vol.10, No.2, 1977

17) G.R. Medinnus, The Development of Parents Attitude Toward Educational Scale, *The Journal of Education Research*, Vol.56, No.2, 6 ed. 1962

18) R. Miller, Educator's Attitude Toward Educational Practices, *The Journal of Educational Research*, Vol.56, No.8, April 1963.

19) M. Adams, *Educational Perspectives*, Ontario, 1976

20) Office of Economic Planning, *Japanese View of Education and Occupation.*

gical environment of school, relevance of contents and method, and the degree of satisfaction to the society.

An extensive review of literatures revealed the following limits to the study of educational perspectives.

First, Park's study commends itself as an attempt to shed light on the process through which an educational perspective is formed. But the limit of this study consists in its over-emphasis on group dynamics and historical facts to the neglect of situational factors that have important bearing on the development of educational perspective. Cognitive and perceptive structures were belittled. Individual behavior is formed through interaction between normative judgement (ought) and existential judgement (is). By focussing on group dynamics and historical facts, Park's study features a substantial treatment of normative judgement. It is as much important to provide for an analysis of situational factors, individual cognitive and perceptive structure with regard to their impact on the development of educational perspective. By ensuring a balanced treatment of the two, the distance between value and behavior may be reduced. Park's study leaves something to be desired in belittling the fact that an individual behavior is as much the product of situational factors as of one's value system. By stressing normative judgement, he argued for the permanency of educational perspective. At the interval of 10 years–from 1963 to 1973, he attempted to vindicate the unchangeability of educational perspective. Given the fact that both the 1960's and the 1970's are in the same cycle of social transformation, the comparison was simply illtimed, thus revealing little difference.

Second, other studies conducted at home were essentially a survey limited to the area of educational activities, falling short of providing a theoretical base for explaining the process of value formation and influencing factors.

Third, the analysis of educational perspective is made within each area of educational activities without attempting to detect a

common denomenator which cuts acrose all areas. The view of education is not limited to a particular area but should reflect all areas of education.

Considering the limits of earlier studies, a study envisioned for the future should provide for a balanced treatment of value and situational factors characteristic of an individual with as much attention directed to develop a conceptual framework which explains the process of view formulation.

III. CONCEPTUAL MODELS IN VIEW OF EDUCATION

1. Concepts and Characteristics

Theoretical studies regarding the view of education reflect concern with (1) development of theoretical base for educational innovations in the process of social transformation, (2) conceptualization of model views of education and (3) phenomological interpretations of opinion formed in the social context. This study attempted to conceptualize the view of education characteristic of Korean society on the basis of Singleton's conceptual classification and Berger's social construction model.

The term implicated by "the view of education" delineates the scope of concerns encompassing educational phenomena, educational tasks, educational roles and manageral aspects of educational system. By the way to conceptualize typical views of education, this study addressed two questions, namely: "how to interpret and define the view?" and "how to classify different views of education?". The first question represents an attempt to prescribe the nature of the view of education and the second one is concerned with variables and structural characteristics which distinguish between different views of education.

In this study, the view of education features a phenomonological interpretation of reality, and from this view it is possible to define the view of education as a subjective construction of schooling. Defind as it is as such, it is little helpful to understand concepts involved in the view of education, unless the subjective construction of schooling is clarified.

In the human society that uses symbol for communication, a gap is detectable between reality and the perceived reality which is referred to as a constructed reality. Interactions between the two constitutes

the context in which the view of an object is formed. The reality projects itself in the same form to every one, and it is through the process of perception that it casts different images which account for different views of reality dependent on individuals. The view of education adopted in this study means the subjective view constructed through perception.

The subjective view of reality is dependent on how it is recognized and perceived. It is out of place here to deal with the process of perception at length. Suffice it to say that "view" denoted here should be considered as the product of constructing a meaning for an object. The construction of meaning is the product of two observers-value and situation. The value system is an agreed set of opinions regarding the constructed hierarchy of values attached to objects. Situational recognition is a comprehensive process involving the image of an object, recognition of reality often expressed in problem consciousness, evaluation of alternatives and formulation of strategies. In this view, attitude may be considered as a selective strategy to cope with situation.

The view of education interpreted in this analytical way may be defined as a body of subjective recognitions involving value consciousness of education, the projected image of education, consciousness of educational problems, evaluation of educational outcome and consideration of strategies.

The question of "who holds the view of education" projects itself as the major determinant for the scope of study, since it presents the necessity of selecting a methodology between micro-analysis and macro-analysis. This study adopted micro-analysis. Dealing with individual views of education necessitates the establishment of assumptions which further qualify the view of education. The construction of an opinion regarding education is influenced by social context which imparts meaning to the goals one seeks to achieve and exposes one to a course of life experience. The view of education,

therefore, is dependent on the life experience that one encounters and social status. This reasoning suggests that the social status of concerned individuals be clarified prior to an attempt to define the view of education. While attention is directed to factors for individual differences, it is also necessary to detect traditional values, beliefs and norms that are commonly shared by the people. The analysis of formative factors and process is beyond the realm of this study, but the interpretation of study findings should provide a consideration of both differences and similarites.

The view of education differs from person to person and it is also susceptible to inconsistence or conflict within a person who tries to develop a perspective. One's position in social relation accounts for the different constructions of meaning and the elusive nature of person-to person interaction, together with the conflict of interest, makes it difficult to define a view of education in an intergrated form. In view of the need to allow for a variety of living situations and ways to meet the satisfactions of life, value conflict between persons is taken for granted. The same principle holds true between different dimensions of consideration within a person. Assuming that a personal view of object is formed in the total context of value system and perceived situation, it is possible to detect a gap between the two which may be expressed in the form of an inconsistent view. Invoking a view of education commends itself as giving a motive for a person to reduce this gap and forge his true perspective reflective of individuality.

2. Classification of Factors

Considering the view of education in the total context of value and perceived situation, it may be assumed that the process of view construction involves interactions between many factors. The image of each factor forms a constituent of the view of education at large.

Since doing justice to each of these factors is out of place in this study, it is necessary to classify them into major areas, each encompassing a number of factors. They are

(1) educational value and goals,

(2) educational and school situation and

(3) educational problems.

In relation to educational value and goals, one faces value-laden questions, namely: what is the value of education and what goals education should seek to achieve?: what are the roles of school in education?: and what is the most ideal process of education?

Educational and school situation means the reality of education as perceived at present, including practices of school education, quality of education and instruction process and operational and managerial aspect of educational system. The questions raised in this relation prompt respondents to perceive educational opportunity, entrance examination, school operation and social selection of schooling. The invoked opinions are essentially split between egalitarian approach and elitist-efficiency approach and between conservative and liberal approach.

In viewing educational problems, the focus of attention differs from person to person. Personal view of "what are the more serious problems?" is an important component of view of education in general.

3. Model Views of Education

In the beginning this study was not so much concerned with view patterns of education as which one of the two approaches – structural and functional approach and conflicting theory approach – was more relevant to elucidate the view of education of Korean people. Having determined the scope of study, the next step was to identify variables and classify them according to characteristics. The aggregation of opinions invoked for all of these variables was assumed to form the

general view of education.

Compiling data into 800 tables and tracing correlations between variables produced a confusing welter of minor works which blinded researchers to the general trend of opinions and the undercurrent thoughts reflected therein. Therefore, the development of viewpattern of education was deferred to the last stage of study, the process of writing a final report. Prior to a survey on the view of education, a theoretical study should have been conducted in sufficient time ahead. But the limited time devoted to this study handicapped the development of view pattern of education. Models presented here were conceptualized in the absence of valid data.

There are two reasons to develop view pattern of education. The first reason is the need to ascertain whether it is possible to employ pattern-classification-typological analysis in constructing the view of education from a set of variables. The second reason is that a comparison of different models makes it possible to distinguish the dominant view of education from others and understand how they are contrasted. An effort was made to trace the relation between a model and variables and derive implications therefrom.

A. Value and Goals of Education

Thinking about educational value and goals direct attention to

(1) value patterns,
(2) social function of schooling,
(3) economic value of education, and
(4) the process of school education. Opinions of respondents were elicited regarding all of these areas of concern.

In order to understand the value to be realized through education, a question is asked as to what education seeks to achieve. This again begs questions regarding the ideal profile of an educated person, contents to be taught to realize it, and the expected qualities of a

teacher. Answers to these questions give a clue to value consciousness of the people regarding education in general. Since questions produce a wide variety of individual views, it is necessary to standardize the patterns of value, around which to cluster the expressed views. The sources of materials in search for the standard value patterns include educational development plan, the National Charter of Education, the Constitution and contemporary thoughts of education. This task is not so much concerned with what they should be as how well they represent a wide spectrum of different views.

An extensive review of literatures produced two personality examples and two value criteria. Subjective personality, and non-subjective personality are arrayed against intrinsic and pay-off values to produce value patterns.

1) Ideal Profile of an Educated Person

The value patterns which form the ideal profile of an educated person may be produced as follows.

Table 4. Value Pattern of Ideal Profile

	Intrinsic value	Pay off value	
Subjective	I	III	V(subjective+ non-subjective)
non-subjective	II	IV	
	VI (Intrinsic + pay off) VII (Intrinsic-centered) VIII (Pay off-centered)		

The value patterns are identified by matching two personality examples–subjective and non-subjective persons with two value criteria–intrinsic and pay-off. A subjective person has pioneering spirit and is aggressive: a non-subjective person is obedient to others: intrinsic value refers to a person with conscience, well-rounded and humane character and pay off value refers to competency in terms

of knowledge, technology and professionality. As shown in the table, arraying the two personality examples against value criteria produces eight patterns.

2) About Educational Programs

The value consciousness of educational programs may be classified by using the same criterion variables, which reflect the desired emphasis of educational programs. By marking "subjective trait", it denotes an emphasis on the fostering of independent spirit and the sense of responsibility. Pay-off value refers to knowledge and skill necessary to pursue the higher level of school and for employment, and intrinsic value refers to moral value, law-observance, and sociability. Arraying personality traits against value criteria produces five types of value patterns.

Table 5. Value Patterns Stressed in Educational Programs

	Intrinsic value	Pay off value
subjective	II	II
non-subjective	III	IV
V (Intrinsic and pay off value)		

3) About the Ideal Profile of Teacher

The popular notion of ideal profile of a teacher includes

(1) experties of subject matters.
(2) beliefs as an educator,
(3) respect for normative values,
(4) excellent teaching competency,
(5) concern and love for pupils and
(6) moral perspective:

The intrinsic dimension may include beliefs of as educator and love for pupils, and the pay-off dimension include expertise of subject

matters and teaching competency. In the dimension of personality trait, the two criteria-subjective and non-subjective – find little use in describing the ideal profile of a teacher. They might as well be replaced by the points of emphasis in life between the philosophical value of life and more pragmatic matters such as ethical norms and order.

Table 6. Value Patterns Stressed in the ideal Profile of Teacher

	Intrinsic dimension	Pay-off dimension
Philosophical Value	I	II
Ethical norms	IV	III
V(Orientation	VI (Intrins-Oriented)	VII (Pay-ff-Oriented)
	VII (Intr. + Pay-off)	

Using variable criteria in two dimensions, an attempt is made to explore the possibility of deriving value patterns from the invoked opinions, which incorporate the ideal prifile of a person, educational programs and the ideal profile of a teacher. The schematic illustration of value patterns is helpful in understanding one's view of education. Going one step further, it may be well to explore the possiblity of intergrating all of these schemes into a simple system which shows a vision of education in a more concise form.

4) About Social Functions of Schooling

The popular notions of the social functions of schooling may be summarized as follows:

(1) School imparts knowledge and skill which enable one to live a social life.
(2) School sensitizes one to righteousness and honesty.
(3) School helps one develop aptitude to the fullest measure.
(4) School ensures one a social status commensurate with education.

The opinions voiced about the social functions of schooling suggest directions in which school education should be innovated. The social function of schooling may be considered from two view points. Social obligation of school as a sub-system of society and the approach to the distribution of educational resources. The social obligation of school includes

(1) system-maintaining functions and

(2) social innovation functions.

In distributing educational resources, two approaches are cited--humanistic-egalitarian approach and social efficiency oriented approach. Arraying one dimension against the other produces four value consciousness patterns regarding the social functions of schooling.

Table 7. Value Consciousness about Social Functions of Schooling

Social obligation / Resource distribution	Self-maintaining(1)	Social innovation (2)
Humanistic & egalitarian approach(3)	I	II
Social-efficiency oriented allocation(4)	III	IV

In relation to the role of school in imparting knowledge and skills which enable one to live an effective social life, it is important to ensure equality in access to education and the allocation of resources so that school effectively plays this role (model I). In contrast, model IV suggests that educational resources should be allocated in a way that supports school's role in spearheading social innovation. Those with a high sense of commitment to the society should be ensured a reasonable access to education and to social status commensurate with their competency. The structural-functional orientation of educational reform stresses the system maintaining function of the system, while conflict theory argues for the importance of school involvement in social reform. The point of emphasis is dependent

on the characteristics of social system. While a multi-cultural, open society like the United States holds humanistic-egalitarian approach in high regard, Britain, France and communist countries seem to tend toward using education as a means of controlling upward social mobility in accordance with the necessity of maintaining social strata in a harmonious proportion.

5) About Good Education

The question of "what is a good education?" elicits opinions which may be classifed into a number of patterns. Many patterns which make a good education may be overlapped with those mentioned for the ideal profile of an educated person, educational programs and the ideal profile of teacher.

It should be brought home, however, that the voiced opinions reflect anxiety about over-crowded school and classroom, examination-bound education, and physical conditions which act against the effort to improve the quality of education. A good education was envisioned as an alternative to these problems.

Despite myriads of factors, a debate on a good education narrows down to value conflict between teachers and physical conditions. A question may well be posted as to whether qualified teachers will be able to ensure a good education, tidying over problems from the over-crowded classroom situation or whether physical conditions should be improved as the necessary prerequisite for a good education, despite the unsatisfactory quality of teachers. Solving a value conflict in this question would form an important dimension of the view of a good education.

Addressing the question of "what is meant by a high scholastic achievement?" also provides a good opportunity to make a value judgement which contributes to formulating a view of education. This begs another question, namely: which method is preferred between "teaching contents" and "providing motivation for self-

Table 8. Value Consciousness About Good Education

learning method / condition	Result of learning	Learning process
Teacher-centered	I	II
Physical condition-centered	III	IV

learning."

Up to this point, value consciousness was examined in relation to

(1) the ideal profile of an educated person,

(2) educational programs,

(3) the ideal profile of a teacher,

(4) social functions of schooling, and

(5) a good education. Since the view of education is based on a consistent value consciousness which cut across all of these dimensions, a method was devised to show them in a simple scheme.

As suggested by Singleton's model, the social constructions of schooling were classified into

(1) Confucian model which stresses social norms such as sagaciousness and harmony,

(2) gate-keeper model which controls upward mobility through the social hierarchy,

(3) success model which considers education as a means of personal success, and

(4) humanistic model which cherishes egalitarianism.

To serve the purpose of this study, Singleton's model was revised as follows.

Table 9. Basic Models of Viewing Education.

	Profile of Education person	Educational programs	Profile of teacher	Social function of schooling
Confucian model	Non-subj.-intrins. (II) Intrinsic (VII)	Intrinsic-centered (III)	Order-intr. (IV) Intrinsic-centered	Social reform-Social control (IV)
Gate-keeper model	Non-subj-payoff (IV)	Pay-off centered (IV)	Order-payoff (III)	Self-maintaining-social control (III)
Success model	Subject-payoff (III)	Sub.-payoff (III)	Life-payoff (II)	Self-maintaining humanistic (I)
Humanistic model	Subject-intrin. (I)	Subj.-payoff (I)	Life-intrin. (I)	Social reform-humanistic (II)
Others	Intrinsic-payoff (VI)	Int.-payoff (V)	Intr.-payoff (VIII)	

B. Operational Aspect of School Education System

This study concerned itself not only with the goals and values of schooling but with how the school system is operated to bring them into reality. Value consciousness regarding the operational aspect of school system was manifested in the degree to which equality in educational opportunity was realized in the system. Bearing in mind that value consciousness is evolved from the perception of reality, expectations, need assessment and problem consciousness, the operation of school system was translated into eight indices.

(1) Degree to which equality is realized in educational opportunity
(2) Education level parents want their children to attain
(3) Economic value of schooling and motive for seeking higher level of schooling
(4) Role of school in social selection
(5) Entrance examination
(6) Egalitarianism and elitist efficiency in the operation of school
(7) Conservatism and liberalism in the operation of school
(8) Problem consciousness in relation to school education

The identification of eight indices was based on the current educational issues which have been frequent public debates, assuming that a frequent debate has sensitized the public to current issues.

1) Equality of Educational Opportunity and Expected Level of Educational Attainment.

To determine the degree to which the equality of educational opportunity was realized, respondents were asked to respond to the question —whether they have a reasonable access to education according to competency and needs. With regards to parents expectation on the level of children's education, the question asks responddnts to give limiting factors to the quality of educational opportunity.

Table 10. Equality of Educational Opportunity and Limiting Factors

Responses	Major limiting factors	
	Environmental	Individual
	(economic or non-eco.)	(competency, health)
Think so	I	IV
Don't know	II	V
Don't think so	III	VI

By dividing the limiting factors into environmental and personal factors, it would be possible to understand which one of the two is held responsible for limiting educational opportunity. In order words, it helps to determine whether one is oriented toward meritocracy or fatalism. In the former, one is motivated for self-improvement and inclined to become the master of his own destiny, in contrast to the fatalistic view that attributes "what he is" to the given environment. Relating the expected level of educational attainment to the limiting factors would prompt one to consider what impedes one's advance to higher level of schooling.

Table 11. Limiting Factors by School Level

Expected level	Limiting Factors	
	Environment Economic Non-economic.	Personal Competency, health, needs
Middle School	I	VI
High School	II	VII
College/Univ.	III	XIII
Graduate School	IV	IX
Overseas Study	V	X

2) Economic Value of Schooling and Motive for Higher Level of Education

Personal competency and needs constitute an exclusive drive for advance to higher level of school, only when a person is motivated. Although a person is inclined toward more education, the limited places in higher level of school will set limits to actual attainment of education level.

It is also necessary to clarify opinions regarding the economic value of school education in view of its impact on motive for pursuing a higher level of education. This motive may be affected by non-economic factors which justify inclusion for consideration here.

The motive for higher level of education was examined in relation to the perceived economic value of school education.

Table 12. Economic Value of School Education and Motive for Higher Level of Education

Motives	Economic value of schooling		
	Agree	Don't know	Don't agree
Economic factors	I	II	III
Non-economic factors	IV	V	VI

A question asks respondents whether they pursue higher level of education because it assures them of an economically higher status. This question is supposed to clarify the motive for education in relation to economic and non-economic factors.

VI and III are conflicting type since the respondents are not clear as to the motive for education. These are contrasted to I which reflects economic orientation of schooling.

Table 13 relates the motive for higher level of education to the expected level of educational attainment in order to detect the relation-

ship between the economic concept of school education and the expected level of educational attainment. In explaining the relationship, sex and educational attainment and income level of parents should be taken into account as major variables.

Table 13. Motive for Education and Expected Level of Educational Attainment

Motives	Expected level of educational attainment		
	below high sch.	col. & univ.	agove graduate sch.
Economic factors	I	II	III
Non-economic fac.	IV	V	VI

3) Schooling as a Process of Social Selection

Broadly, the functions of schooling may be devided into development of individual capacity, social selection for limited elite social roles, and socialization. In the educational reality which stresses the importance of social selection, school is not properly serving the function of developing individual capacity. This trend has also a deleterious effect on schooling as a process of socialization. What is stressed in schooling find little use in the society. Outcry for wholesome human character and moral perspective is basically occasioned by the failure of school to serve as the valid mechanism of social selection. The public attitude toward schooling as a process of social function would form an important part of value consciousness.

The role of schooling in social selection may be considered from two dimensions. One is concerned with accessibility to education which is properly addressed by asking "who should be given priority in educational opportunity?" This question places one torn between egalitarian approach and elitist approach. Another dimension relates to the time when career selection is made in schooling. This calls for decision on two conflicting alternatives-early selection and later

selection. The possible patterns of value consciousness regarding this are presented in Table 14.

Table 14. Value Consciousness about Social Selection Function of School

Time / Ed. opport.	Early selection	Later selection
Elitist approach	I. Aristocracy	II. Combination
Egalitarian approach	III. European system	IV. American system

III and IV are contrasted: one representing European pattern and the other stands for American pattern. Falling between the two extremes are I and II.

4) Entrance Examination

The view of schooling as a process of social selection directs attention to examination system–particularly in reference to entrance to college. The questions of "who should go" and "who is going to college" is supposed to invite consideration of the validity of selecting right applicants as practiced in the current system of examination.

In defining the eligibility for higher education, academic foundation, personality, financial means, aptitude and examination scores should be taken into account. For the conveniency of classifying value

Table 15. Value Consciousness Regarding Eligibility for Higher Education

Factors	Economic background	Competency	Personality
Aptitude	I. Aristocracy	II. Meritocracy	III. Confucian character
Examination score	IV. Secularity	V. ?	VI. ?

consciousness patterns, two factors can be singled out, namely; aptitude and examination score.

Arraying the two factors – aptitude and examination – against economic background, competency and personality produces four patterns of value consciousness, namely; aristocratic, meritocratic Confucian and secular orientation. Using these four patterns, it is necessary to distinguish those who should go to college from those who are going. By juxtaposing these two dimensions along the four patterns, it would be possible to determine the degree of perceived validity of current system. The blackened columns mean positive view of validity and the remaining mean negative view.

Table 16. Validity of Examination System

Should / is	Aristocracy	Meritocracy	Confucian orientation	Secularity
Aristocracy	▨			
Meritocracy		▨		
Confucian orientation			▨	
Secularity				▨

5) Operation of School

Value consciousness regarding the operational system of school may be highlighted from two approaches - egalitarian and elitist. The clarification of value consciousness in this area is facilitated by reference to a particular theme of contemporary issue. The policy for equalizing the quality of high school education was considered to

provide a clue to the value consciousness of school operation. This theme is ramified into specific questions;

(1) should a learning group be divided on the basis of achievements?;
(2) should learners be allowed to compete with one another as a means of providing pre-exposure to real life?; and
(3) should educational opportunity be equally available to anyone or should it be provided in accordance with priory order? Addressing these questions would place one somewhere between egalitarian approach and elitist approach.

Table 17. Value Orientation between Egalitarian and Elitist Approaches

	Egalitarian	Elitist
Should competetion be allowed?	Yes	No
Educational opport.	Open	Limited
Class organization	One class	Divided between superiors and inferiors

In Korea, it is generally held that an excessive degree of egalitarianism stifles innovative programs.

6) Conservatism and Liberalism in the Operation of School

Whether one is content with the present operation of school or seeks a new approach is a matter of important concern in this study. In this, conservatism and liberalism are contrasted in relation to the frequently debated issues of operation, namely;

(1) relevancy of coporal punnishment,
(2) educational meaning of examination, and
(3) freedom not to educate children.

Table 18. Conservation vs. Liberalism about School Operationtion

	Liveratism	Conservatism
Coporal punishment	negative	positive
Ed. meaning of exam.	negative	positive
Freedom not to educate	positive	negative

7) Problem Consciousness Regarding School Education

How Korean people perceive problems of school education constitutes a realm of inquiry in clarifying the view of education. Problems may be perceived from two dimensions – educational phenomena and the operational aspect of educational system. The focus of attention is on what problem areas are and not on why they were defined as problems. In general, we can establish six problem areas based on the frequency of discussion by the public.

(1) Ambiguity of school education goals amid conflict between human education and examination-bound education.
(2) Structure of knowledge and teaching method
(3) Quality of teachers, sense of commitment to teaching and morale
(4) Physical conditions of school
(5) Educational administration and finance
(6) Degree of satisfaction with schooling

C. Approach Models to Conflicting Views of Education

Value conflict regarding education is found between persons and within a person. This study concerns itself with how the view of education differs from person to person. Value conflict is also found within a person. A personal view of an issue is in large measure the product of situation and problems, and the changeability of situational

factors accounts for the lack of integrated consistency in a personal view. The internal conflict of a person necessitates a systematic inquiry, but it was excluded from this study due to the complexity of works involved.

Value conflict between persons directs our attention to its changing patterns between groups as affected by personal background variables - such as age, sex, locality, socio-economic status and occupation. Inquiry into value conflict between groups may be facilitated by identifying most typical patterns of value consciousness. Standardization helps to give regularities in explaining the elusive nature of value conflict.

Since this study attempts to standardize different views of education from the constituents, value conflict may be perceived in two ways. The first approach is to perceive conflicts between groups, as affected by variables. The second approach is to perceive conflicts between the classified patterns. In this, it may be possible to detect value differences and conflicts by controlling the variables.

First approach

Group (1) — View of Education (a)

I	II
III	IV

Group (2) — View of Education (b)

I	II
III	IV

Second approach

View of ed. (a)	(b) I	(b) II	(b) III
I			
II			
IV			

Diagram 1 Approaches to Conflicts in Views of Education

Since the classification of different views of education is based on the constituents of personal view, it would be worthwhile to list all sources of value conflict. They read;

(1) Conflict between intrinsic (philosophical view or beliefs of life, consciousness of ethical norms, law-observance, etc.)

(2) Pay-off quality (competency, expertise) in describing the ideal profile of teacher.

(3) In describing social functions of schooling, conflict among
- humanistic and egalitarian approach to system-maintaining function
- social control approach to system-maintaining function
- humanistic and egalitarian approach to social reform
- social control approach to social reform

(4) In describing basic patterns of educational value, conflict among
- Confucian value
- social value
- personal value
- humanistic value
- combination

(5) In describing a good education, conflict among
- teacher-process-centered
- teacher-learning result-centered
- facility/material-process-centered
- facility/material-result-centered

(6) Conflict between the expected level of educational attainment for children and reality; conflict between environmental (given) factors and personal factors (in the operation of school)

(7) Conflict between the economic value of education and motive for higher level of education.

(8) Conflict between different values regarding the social function of school education – American pattern, European pattern and elitism

(9) Conflict between those who should go and those who are going to college (evaluation of entrance examination)

(10) Conflict between egalitarian approach and elitist approach to the operation of school

(11) Conflict between conservatism and liberalism regarding school education

(12) Conflict in problem consciousness

IV. STUDY APPROACH

1. Research Tasks and Approach

This study is based on the assumption that the view of education is the determinant of one's educational behavior and that the view of education differs from person to person, since it is evolved from the subjective construction of value regarding various aspects of education.

As suggested by Singleton and Lee's models and Paulston's theory on the change of educational system, there are many different views of education dependent on the dimension from which an educational system is looked at. From this assumption, three fundamental questions were derived to be addressed this study, namely;

(1) how to construct models that represent in a concise from different views of education held by Korean people; and

(2) how to define the general view of education held by Korean people; and

(3) do the different views of education show some similarities and characteristics among age groups, among social strata and between the esxes? Addressing these questions boils down to an attempt to identify discriminant variables, although it falls short of determining causal relationship.

Research was designed to approach these questions from two dimensions; theoretical analysis and empirical analysis. In the first place, an extensive review was made of the literatures of earlier studies to build the conceptual framework related to the view of education. And this theoretical analysis was supplemented by questionnaire survey designed to obtain empirical data that shed light on the views of education typical of Korean people. The findings of analytical study are reported in Chapter II and conceptual models in viewing

education in Chapter III. The statistical analysis of survey result is described in this Chapter.

2. Development of Questionnaire

(The development of questionnaire consisted of a structural designing of research, identification of variables and construction of questions.)

A. Structural Designing

On the basis of conceptual framework and typical views of education, an effort was made to design the structure of research which explains the relationship among the identified variables. This structural designing was based on the following assumptions;

(1) individual views of education can be categorized according to attribute and character;
(2) the view of education is formed in the context of value system; and
(3) view of education may be solicited along the variables identified in the conceptualization process.

For the simplicity of structural designing, these variables were broadly classified into

(1) personal variables,
(2) group variables,
(3) value orientation variables,
(4) social variables and
(5) educational view variables.

The research structure was evolved from the need to explain the relationship among these variables.

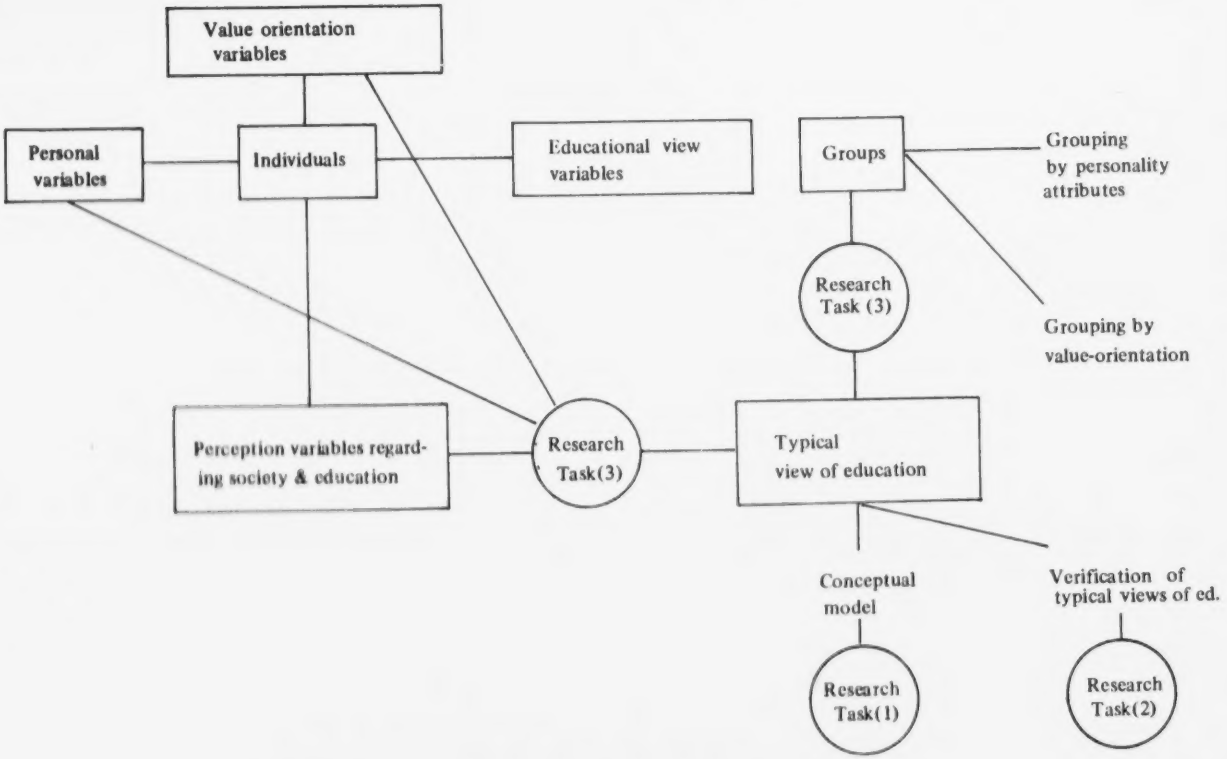

Diagram 2. Structural Designing According To Variables

As noticed above, research task

(1) relates to educational variables, research task

(2) is to verify typical views of education and research task

(3) is to explain the relation between groups, between attribute and character and between value orientation, the society and education.

B. Selection of Variables

The personal variables are used to distinguish a person from a preson. These are

(1) sex

(2) age

(3) locality

(4) occupation

(5) educational attainment level

(6) income level

(7) religion

Reference was made to Kluckhon's value models and the study on the view of occupation and education conducted in Japan for the identification of value orientation variables

(1) View of life

(2) View of human relation

(3) View of time

(4) View of social development

(5) View of social change

(6) View of occupation

(7) View of personal success

Educational view variable were identified as follows:

o Viewed from the value and goals that education seeks to achieve

(1) ideal profile of an educated person

(2) educational programs of high quality

(3) ideal profile of a teacher

(4) importance of and satisfaction with the social function of school

(5) importance of and satisfaction with the role of school in the realization of social justice

(6) importance of and satisfaction with the role of school in self -realization

(7) importance of and satisfaction with the social function of school

(8) value of a good education

o Viewed from the eight managerial aspects of school education: Equality in educational opportunity,

(9) whether school system offers a reasonably easy access to education commensurate with individual competency and needs

(10) limiting factors for education opportunity

(11) educational attainment level expected of children

Economic value of school education and motive for higher level of education,

(12) motive for higher level of education

(13) economic value of school education

Attitude toward the social selection function of school

(14) what justifies that the door to school be opened wide

(15) optimum timing of career selection in school education

Entrance examination,

(16) who is going to college and university

(17) who should go to college and university

Egalitarian and elitist approach to school operation,

(18) organization of learning group

(19) the need for competition in school education

(20) the need to enlarging educational opportunity

Conservative and progressive approach to school operation,

(21) the need for examination

(22) relevancy of physical punishment

(23) freedom not to send children to school

Problems of school education,

(24) lack of commitment to human education

(25) unpleasant school

(26) examination-centered education

(27) education for the sake of competition

(28) over-crowded classroom situation

(29) poor facilities and instruction materials

(30) lack of concern for individual needs

(31) disparity of education quality between city and rural area

(32) shortage of competent teachers

(33) parents with a poor understanding of education

(34) insufficient financial support

(35) control-centered administration

(36) failure to reflect the parents demands in school education

The variables used in the questionnaire are distributed among different areas of concern as follows.

Table 18. Distribution of Variables

Areas	Variables
Personal variables	7
Value orientation and view of the society	7
Value and goals of education	8
Equality in educational opportunity	3
Economic value of education and the expected level of educational attainment	3
Social selection function of school and entrance examination	4
Egalitarian and elitist approach	3
Conservative and liberalism approach	3
Problems of school education	13
Total	51

C. Construction of Questions

The selected variables guided the construction of questions which invoked the opinions of respondents. When the answers had to show qualitative differences, the respondents were asked to select one of statements given as answers. When the answer had to show a position on the spectrum of two extreme views, the five-point rating scale was used.

The constructed questions were tried out on a sampled population to raise their validity: statement hard to understand or not distinguishable from others were deleted. The questions were further refined in view of problems encountered in its trial administration.

3. Selection of Participants

A. Sampling

The principle was that the sampled population should reflect a balanced representation of different regions and school levels. The population, divided into students, teachers and parents, was randomely sampled with concern for a proportional distribution among different groups (multi-stage proportional stratified random sampling).

In the first stage, the country was divided into Seoul, major cities (with one million population and above), small cities (with population ranging from 100,000 to one million) and rural areas. The size of population in each region was determined in accordance with the proportion of its population to total population. The distribution of sampled population among school levels was made consistent with the proportional distribution of school population among primary school, middle school and high school.

In the second stage, schools were randomely sampled in proportion to the distribution of population among school levels, involving two

classes from each school (each class accommodating 60). In the final stage, grades and classes were selected within a school. In the middle and high schools, grade 2 was selected for participation in the survey. The point for special attention at this stage is that pupils and parents should not represent the same classes. In the primary schools, parents represented grades 1 and 6. The same procedure was employed for the sampling of teachers. Each of the selected schools was represented by 10 teachers.

A different procedure was employed for the sampling of collegiate students and faculties. Parents were excluded from the survey on this level by increasing the number of students and faculties to fill out their places. The size of population for each group was made consistent with the proportion of each region to total population, and universities within a region were randomly sampled. The sampling of faculties was made in reference to the registers in consideration of personal backgrounds. The faculty-student ratio was fixed at 1:20.

In anticipation of possible dropouts from the survey and the ratio of collection, the sampled population was in excess of the target population by 20%. It included 850 teachers, 5040 parent, and 5,560 students, totaling 11,450.

Table 19. Distribution of Sampled Population

Regions	Schools	Sampled Pop.				Percentage		
		Schools	Teachers	Parents	Students	Teachers	Parents	Students
Seoul	Primary sch.	4	40	480	–			
	Middle sch.	8	30	240	240			
	High sch.	10	40	240	360	27	19	39
	Jr. College	4	20	–	200			
	Univ.	10	100	–	1,000			
Major cities (3) *	Primary sch.	4	40	480	–			
	Middle sch.	7	20	180	240			
	High sch.	11	40	240	420	15	18	19
	Jr. College	2	25	–	100			
	Univ.	8	75	–	400			
Small cities (7)	Primary sch.	3	30	360	–			
	Middle sch.	9	20	240	360			
	High sch.	11	40	240	420	19	17	32
	Jr. Col.	3	15	–	140			
	Univ.	7	35	–	360			
Rural areas (17)	Primary sch.	20	200	–	–			
	Middles sch.	22	90	600	720			
	High sch.	15	40	300	600	39	46	30
	Jr. Col.	–	–	–	–			
	Univ.	–	–	–	–			
	Total	138	850	5,040	5,560	100%	100%	1005

* number indicates the number of areas sampled.

B. Implementation of Survey

The survey was conducted from June 6 to 18, 1980. Prior to the survey, the opinions of sampled schools were solicited regarding whether they would participate. Those who responded to questionnaire accounted for 81% of the sampled population: 84% of parents, 79% of teachers and 77% of students. 9,003 answer sheets were processed for analysis of data.

C. Processing of Data

The statistical analysis of data was based on X^2 analysis through CROSSTAB of SPSS, using contingency coefficient and gamma coefficient, designed to determine the significance of correlation. This was complemented by factor analysis to validate the model views of education.

V. KOREAN PEOPLE'S VIEW OF EDUCATION: MAJOR FINDINGS

1. Profile of Sampled Population

The profile of sampled population is described in terms of its distribution by sex, age, age, locality, occupation, educational attainment level, and socio-economic status.

To look at distribution between sexes, the percentage of male is 65.5% against 34.5% of female. Its percentage is larger in teachers (71.6%) and parents (69.4%) (See Table 20).

Among age groups, those in the forties account for 41.7%, the thirties for 29.8%, the fifties and the twenties for 13.4% each and the sixties for 1.7%. In the group of teachers, those in the forties take the largest share (33.1%), followed by the thirties (31.3%) and the twenties (22.9%). Parents are distributed among the forties(50.2%) the thirties (28.3%) and the fifties (15.6%) (See Table 20).

Table 20. Distribution of Sampled Population (%)

		Teachers	Students	Parents	Average
Sex	Male	71.6	55.6	69.4	65.5 (5,740)
	Female	28.4	44.4	30.6	34.5 (3,343)
Ages	Below 30	22.9	–	3.9	13.4 (317)
	31 – 40	31.3	–	28.3	29.8 (1,396)
	41 – 50	33.1	–	50.2	41.7 (2,327)
	51 – 60	11.3	–	15.6	13.4 (728)
	Above 60	1.4	–	2.0	1.7 (94)
Regions	Seoul	24.6	25.0	21.4	23.7 (2,107)
	Major cities	19.6	21.5	18.5	19.6 (1,798)
	Small cities	17.2	27.6	16.7	20.5 (1,976)
	Rural areas	39.6	25.9	43.4	36.2 (3,176)

To look at regional distribution, rural areas take the largest population (36.2%), followed by Seoul (23.7%), small cities (20.5%) and major cities (19.6%). The same trend is noticed in the groups of teachers and parents. Former's distributional pattern comes in the order of rural area (39.6%), Seoul (24.6%), major cities (18.6%) and small cities (17.2%). Parents are distributed among rural area (43.4%), Seoul (21.4%), major cities (18.5%) and small cities (16.7%). Students show a different pattern of distribution which comes in the order of small cities (27.6%), rural areas (25.9%), Seoul (25.0%), and major cities (21.5%) (See Table 20).

The figures in parenthesis are the numbers of cases (frequency).

The occupational distribution of parents is presented in relation to the structural distribution of industry (See Table 21). The largest proportion of parents (31.6%) engage in agricultural and fishery industry. The remaining comes in the order of professional and managerial workers (19.6%), the unemployed (10.5%), sales workers (11.9 %), clerical workers (9.4%), productive workers (8.7%) and service industry (8.6%). In general, the occupational distribution of parents is consistant with the structural distribution of industry. The former shows a larger proportion of professional and managerial workers and a smaller proportion of productive workers.

Table 21. Occupational Distribution of Parents (%)

	Professional managerial works	Clerical works	Sales	Service Industry	Productive works	Agric./ forestry	Un-employed	Total
Sampled Pop.	19.6	9.4	11.9	8.6	8.7	31.6	10.5	100
Manpower in total	5.1	8.8	13.0	7.2	30.1	35.8		100

Source : Economic Planning Board, Statistical Yearbook, 1980, P. 72

The distribution of teachers and parents among educational attainment levels in shown in Table 22. The majority of teachers have finished college education (65%). Those who have finished graduate education and high school account for 18.2% and 16.7% respectively. The former refers to professors. Among parents, those with primary education take the largest proportion (33.1%), followed by high school (22.6%), middle school(21.1%) and colleges/universities (20.0%).

Table 22. Distribution of Teachers and Parents Among Educational Attainment Levels

	No. Educ.	Pri Sch.	Mid Sch.	High Sch.	Col/ Univ.	Graduate Sch.	Total
Teachers	–	–	–	16.7	65.0	18.2	100 (664)
Fathers	4.2	24.5	19.9	24.5	34.8	7.9	100 (8,335)
Mothers	10.5	41.6	22.3	20.2	5.1	0.5	100 (8,399)
Average	7.4	33.1	21.1	22.6	20.0	4.2	100 (17,398)

The father shows a higher level of educational attainment than mothers. In the former, college graduates take the largest proportion (34.8%) and its counterpart in the latter is those with primary school which account for 41.6%.

The distribution of sampled population among yearly income levels shows the bracket of 2.5 – 4 million won in the largest proportion (31.5%), followed by the bracket of 4 – 6 million won (27.8%). The bracket of 2.5 – 4 million take the largest proportion of teachers (37.2%). The parents who earn less than 1.5 million won per year take the largest proportion (29.5%), followed by the bracket of 1.5 – 2.5 million won. Students are distributed between 3.5 – 4 million won (33.3%) and 4 – 6 million won (49.5%), showing that their parents earn higher income than the parents sampled for the survey. The varia-

tion of income is noticed among regions. Urban areas show higher level of income than rural areas, with Seoul showing the highest level. The income gap is significant (p. <.001). The income gap is also related to the change of dwelling place. Those who have lived in rural areas since birth show the lowest level of income. Those who have migrated from cities to rural areas also earn low income. A higher level of income is noticed in those who have migrated from rural areas to cities and have lived in cities since birth (p.<.001). Educational attainment constitutes an important variable for yearly income: The yearly income rises in proportion to educational attainment. The gap created by education is found significant (p.<.001).

The distribution of sampled population is examined in terms of socio-economic status: They are distributed among middle (41.6%), lower middle (27.5%), upper middle (11.2%), lower (16.6%) and upper (3.3%).

Table 23. Distribution of Sampled Bracket Among Socio-Economic Status

	Middle Lower	Lower Mid.	Middle	Upper Mid.	Upper	Total
Teachers	–	1.6	66.4	24.9	7.1	100 (664)
Parents	16.6	27.5		11.2	3.3	100 (4,120)
Average	5.4	14.6	53.6	18.2	5.2	100 (4,780)

In consideration of yearly income and educational attainment, socio-economic status of sampled population was established on five levels. It was also differentiated in terms of family background, locality variables and migration pattern (See Appendix 1). Gap in socio-economic status created by locality variables is clear (p.<.001) in the three groups, with rural areas showing the lowest. This trend is more salient in the group of teachers (gamma= -5.7). Those who have lived

in cities or migrated from rural areas show a higher status than those who have lived in rural areas or migrated from cities. This trend is equally noticeable in teachers and parents ($p.<.001$).

Educational attainment proves to be an important variable for socio-economic status in the group of teachers. For example, graduate education place the majority of its graduates on upper middle level or above. The majority of those with high school education belongs to lower middle level or below ($p.<.001$).

By the pattern of migration, the sampled population is classified into six groups. Locality is distinguished between the place of growth and present domicile. The former refers to a place where one has lived until middle school days after birth. The city-centered population refers to those who have lived in Seoul and urban areas since birth. Those who drift from major cities to Seoul or from small cities to major cities are termed "minor drift to cities" and those who move from Seoul to major cities or from major cities to minor cities termed as "minor drift to rural areas". Those who move from rural areas to cities are termed as "massive drift to cities" and those who move from cities to rural areas as "massive drift to rural areas". And those who have lived in rural areas since birth are referred to as rural-centered population.

Table 24. Classification of Migration Pattern

Growth / Dwelling	Seoul	Major cities	Small cities	Rural areas
Seoul	A	A	B	D
Major cities	A	A	B	D
Small cities	C	B	A	B
Rural areas	E	E	C	F

A: city-centered population

B: minor drift to cities

C: minor drift to rural areas

D: massive drift to cities

E: massive drift to rural areas

F: rural-centered population

The analysis of migration pattern distributed the sampled population among rural-centered (30.3%), city-centered (26.8%), massive drift to cities (19.2%), and massive drift to rural areas (3.8).

Table 25. Distribution of Sampled Population Among Migration Patterns (%)

	city-centered	Minor drift to cities	Minor drift to rural	Massive drift to cities	Massive drift to rural	Rural centered	Total
Teachers	23.9	11.0	5.4	20.2	17.4	22.1	100
Parents	29.7	6.7	2.1	18.1	5.0	38.4	100
Average	26.8	8.9	3.8	19.2	11.2	30.3	100

The largest proportion of rural-centered population reflects the fact that 40.6% of sampled teachers and 43.5% of parents live in rural areas. The relation of standards of living to migration pattern is shown in Appendix 3.

Males are more city-centered or more prone to massive migration to cities, and this trend is more salient in teachers. The higher the educational attainment lvel, the more they are city-centered or prone to a massive migration to cities. Rural areas find the largest number of least educated people.

In relation to school levels they are serving, primary school teachers are most rural-centered or prone to massive migration to rural areas. Whereas professors are most city-centered or prone to massive to cities ($p.<.001$).

The migration pattern is also dependent on age. Teachers are increasingly directed toward city life or migration to cities as they get old in age. On the other hand, rural areas find a larger number of

young teachers. This finding is consistent with the trend that experienced teachers are more eager to work in urban schools. The reverse trend is noticed in parents: the older they are, the more they are directed toward rural areas. Upward mobility in socio-economic status is considered as motivation for seeking to live in city areas. Those in lower socio-economic status are found in rural areas in larger number ($p.<.001$).

2. Value Orientation

Value orientation, images of situational factors and recognition patterns form a context in which the view of education is formed. Each of these is examined in relation to individual perceptions of human nature, time, human relation, social development, social change, socio-economic factors and occupation.

A. View of Human Nature

The majority of Korean people view human nature a good attribute by birth (72.0%). The proportion holding this view is larger in parents and smaller in students.

Table 26. View of Human Nature

	Evil	Don't know	Good	Total
Teachers	9.3	19.2	17.5	100.0
Parents	12.2	9.3	78.5	100.0
Students	18.1	15.9	66.0	100.0
Average	13.2	14.8	72.0	100.0

How human nature is viewed is an important factor in determining the attitude of teachers toward students. The view which considers

human beings as a good nature underlie the assumption that schooling is a process of stretching a good potentiality of human beings. The reverse view considers schooling as a means for controlling the evil nature of human beings and taming them. These two views have different implications for the method of teaching.

Table 27 shows an attempt to consider the views of human nature in relation to personal background variables. This table includes data whose significance is fully recognized ($p.<.05$). Specific data regarding the view of human nature are presented in Appendix 4 and 5.

Table 27. View of Human Beings in Relation to Personal Variables

	Teachers		Parents		Students	
	Good	Evil	Good	Evil	Good	Evil
Sex						
Age						
Education			the higher	the lower		
Region	the rural area	the cities	the cities	the rural area	the rural area	cities
Group					mid. sch.	colleges
Socio-economic status	the lower		the lower		the lower	

Table 27 shows the value orientation of human nature in relation to personal background variables. Only statistically significant trends are included here and following tables.

B. View of Human Relation

The value orientation of human relation is classified into vertical relation centered, horizontal relation centered and invididualism. 54.2% of sampled population show orientation toward individualism and 37.1% is concerned with vertical relation.

Table 28. Views of Human Relation (%)

	Vertical relation centered	Horizontal relation centered	Individualism	Total
Teachers	27.6	10.7	61.7	100.0
Parents	41.3	10.2	48.5	100.0
Students	42.5	5.2	52.3	100.0
Total	37.1	8.7	54.2	100.0

The group of teachers shows a larger percentage of respondents concerned with individualism (61.7%) and students are more concerned with vertical relation (42.5%). 37.1% of sampled population (27.6% of teachers, 41.3% of parents and 42.5% of students) stand in favor of vertical relation, indicating that Confucian value is still entrenched in the minds of Korean people. The value orientation of human relation is viewed in relation to personal variables. In the case of females, vertical relation becomes primary consideration among those with little education, in rural areas and in lower socio-economic status. Males are more centered around horizontal relation than females. Horizontal relation gains prevalence in urban areas, among those with higher education and in higher socio-economic status.

Table 29. Views of Human Relation in Relation to Personal Variables

	Teachers			Parents			Students		
	Vertical relation	Horizontal relation	Individual-ism	Vertical relation	Horizontal relation	Individual-ism	Vertical relation	Horizontal relation	Individual-ism
Sex	female	among males	among males	among F.	among M.		among F.		among M.
Age	thirties	the higher	twenties	twenties	the lower	thirties			
Education level			the lower		the lower				
Region			rural area		major cities	rural area			major
Group							M. sch.		college
Socio-economic status	M. sch.	the higher	lower M.	the lower		the higher			

C. *Time Perspective*

The survey reveals the majority of Korean people oriented toward the future (86.8%). This trend is more salient among parents (90.0%). It is important to note that the future orientation of Korean people is consistent with the stated goal of school education.

Table 30. Time Perspective of Korean People (%)

	Present-oriented	Past-oriented	Future-oriented	Total
Teachers	8.9	6.9	84.2	100.0
Parents	6.0	4.1	90.0	100.0
Students	10.9	2.8	80.3	100.0
Average	8.6	4.6	86.8	100.0

Time perspective is examined in relation to personal background variables in Table 31.

D. *Value Orientation of Social Development*

The majority of Korean people attach greater importance to respect for human beings as an essential ingredient of a developed society than materialistic affluence (75.5%). 20.3% opt for materialistic affluence. istic affluence.

Table 32. Value Orientation of Social Development (%)

	Materialistic affluence	Don't know	Humanistic	Total
Teachers	16.0	2.1	81.9	100.0
Parents	22.0	5.1	72.9	100.0
Students	22.8	4.8	72.4	100.0
Average	20.3	4.0	75.7	100.0

Table 31. Time Perspective in Relation to Personal Variables

	Teachers			Parents			Students		
	Past Ori.	Present Ori.	Future Ori.	Past Ori.	Present Ori.	Future Ori.	Past Ori.	Present Ori.	Future Ori.
Sex									
Age	the higher		the lower	the higher		the lower			
Education level					the lower	the lower			
Region		Seoul	rural area		rural area	Seoul	cities		rural area
Group	professor	high sch. teachers	mid. sch. teachers				college	college	mid. sch.
Socio-economic status	the lower	the lower	the lower	the lower	the lower				

Distinguishing among groups, teachers are more humanistic-oriented than the other groups. The same trend of respondence is noticed in parent and students.

The future-orientation of most Korean people is considered a reaction to economic-centered growth which prevailed in the 1966's and suggests a new direction of development.

Distinguishing among the groups, the value orientation of teachers are little affected by personal background variables, whereas sex, educational attainment level, region and socio-economic status are influential variables for parents. Material affluence gain prevalence among males, in lower level of educational attainment, in rural areas and in lower socio-economic status. Humanistic orientation prevails in higher level of educational attainment, in Seoul, and in higher socio-economic status. Students in vocational high school and rural areas are contrasted with their counterparts in Seoul and general high schools with regard to value orientation: the former is materialistic and the latter humanistic.

Table 33. Value Orientation of Social Development in Relation to Personal Variables

	Teachers		Parents		Students	
	Humanistic	Material Affluence	Humanistic	Material Affluence	Humanistic	Material Affluence
Sex				Males		
Age						
Educational Attainment			the higher	the higher		
Region			Seoul	Rural area	Seoul	Rural area
Group					Gen. high school	Voc. high school
Socio-economic status			the higher	the higher		

E. Value Orientation of Social Change

Korean's value orientation of social change was clarified in terms of position between two extremes –change-oriented and stability-oriented. 52.2% of sampled population opt for a stabilized society at the cost of development and 41.8% is oriented toward developmental change. The conservative value finds a larger proportion of supporters among parents than among students and parents.

Table 34. Value Orientation of Social Change (%)

	Change-oriented	Don't know	Stability-oriented	Total
Teachers	44.9	4.2	50.9	100.0
Parents	37.7	5.6	56.7	100.0
Students	41.7	8.3	49.0	100.0
Average	41.8	6.0	52.2	100.0

The value orientation of social change varies, depending on personal veriables. Change-orientation finds larger proportions of supporters in males, in major cities and in higher socio-economic status.

Table 35. Value Orientation of Social Change in Relation to Personal Variables

	Teachers		Parents		Students	
	change-oriented	stability-oriented	change-oriented	stability-oriented	change-oriented	stability-oriented
Sex			males	females	males	females
Age						
Educational attainment			the higher	the higher		
Region			Seoul	Rural area	Seoul	Rural area
Groups					College	Mid. school
Socio-economic status	the higher	the lower	the higher	the lower		

F. Determinant Factors of Social Status

A question was designed to bi-polarize respondents around "environments" and "personal competency" as the major determinants of social status. Those who ascribe social status to personal competency account for 48.9% against 43.8% ascribing to the given environment.

Table 36. Value Orientation of Social Status Determinants

	Environment	Don't know	Competency	Total
Teachers	52.5	10.0	37.5	100.0
Parents	12.2	5.5	62.3	100.0
Students	46.7	6.4	46.9	100.0
Average	43.8	7.3	48.9	100.0

Students are almost equally split between the two value orientations. Competency orientation finds a larger proportion of supporters among parents and the reverse is the case with teachers. Sex, region and socio-economic status are influential variables for the view of social status determinants. Among students and parents, ascriptive view of the environment gains prevalence in cities and higher socio-economic status.

Table 37. Value Orientation of Social Status Determinants

	Teachers		Parents		Students	
	Envi.	Compet.	Envi.	Compet.	Envi.	Compet.
Sex	Female	Male	Female	Male		
Age	The lower	The higher				
Educational Attainment						
Region			Seoul	Rural area	cities	Rural area
Group					College	M. sch.
Socio-economic status	The lower	The higher	The higher	The lower	The higher	The lower

G. Orientation of Occupation Selection

The majority of Korean people are not so much concerned with the size and reputation of company and income as individual aptitude, competency and interest. Those who value the former factors account for 13.3%, whereas the importance of latter factors is recognized by 83.2%. Korean people also attach greater importance to personal relation with occupation than to the consequential value of occupation.

Table 38. Value Orientation of Occupation Selection

	Aptitude & Competency	Don't know	Income, Sized & Reput.	Total
Teachers	84.7	3.2	12.1	100.0
Parents	82.3	3.5	14.2	100.0
Students	82.6	3.7	13.7	100.0
Average	83.2	3.5	13.3	100.0

There is little variation of value orientation. The group of teachers show relatively high concern for personal competency, aptitude and interest as the determinant factors. This concern is clear among females, in higher education attainment level and in cities.

Table 39. Value Orientation of Occupation Selection in Relation to Personal Variables

	Teachers		Parents		Students	
	Aptitude/ compet.	Income, Size,Reput.	Aptitude/ compet.	Income, Size,Reput.	Aptitude/ compet.	Income, Size,Reput.
Sex	Female	Male			Female	
Age						
Education Attainment			the higher	the lower		
Region			Seoul	Rural area	Rural area	Seoul
Group						
Socio-economic status	the higher	the lower				

H. Comprehensive Analysis of Value Orientations

Each of the seven value orientations is examined in relation to others to derive value patterns.

1) Value Orientation of Human Nature and Social Development

The attempt to cluster two value orientations of human nature and social development around a simple pattern identifies a significant correlation existing between the two. 67% of Korean people view human beings as a good nature, while stressing humanistic value as the important ingredient of a developed society. This proportion stands in contrast with 6% who view human beings as evil and value materialistic affluence.

Table 40. Relation Between View of Human Nature and Value Orientation of Social Development

		Value of Social Development	
		Humanistic	Material Value
View of Human Nature	Good	17	16
	Evil	11	6
	x^2 = 176.35 P = .00 df = 1 C = .15 G = .40		

Note: C - Contingency Coefficiency
G = Gamma

Table 41. Relation Between View of Human Nature and Value Orientation of Social Development

		Value Orientation of Social Development					
		Teachers		Students		Parents	
		Humanistic	Material	Humanistic	Material	Humanistic	Material
View of Human Nature	Good	76.4	12.4	62.6	16.2	69.7	17.4
	Evil	7.2	4.0	13.9	7.4	7.7	5.3
		x^2=16.4 df = 1 p= .00 G = .55		x^2=62.1 df = 1 P= .00 G = .34		x^2 =100.1 df = 1 P = .00 G = .47	

The group of teachers shows a larger proportion (76.4%) viewing human beings as a good nature and stressing the humanistic value of society. Although a relatively large proportion of parents subscribe to the good nature of human beings, those who call for the humanistic value of society account for 17.4%. The group of students is worthy of attention in that although the negative view of human beings is more prevalent than in other groups.

2) Value Orientation of Time and Social Change

No significant correlation is found between the value orientation of time and that of social change. As to time, most respondents are future-oriented, but they are split between stability orientation and change orientation in the ratio of 49.3% vs. 38.3% in favor of the former. In short, a larger proportion of Korean people are oriented toward stability. Parents are more conservative than the other two groups.

Table 42. Value Orientations of Time and Social Change

		Value Orientation of Social Change	
		Change-oriented	Stability-oriented
Value orient. of time	Past	3.8	4.7
	Present	1.3	2.4
	Future	38.5	49.3
		$x^2 = 9.35$ P = .01 df = 2	
		C = .03 G = .003	

Table 43. Value Orientation of Time and Social Change

		Teachers		Students		Parents	
		Change	Stability	Change	Stability	Change	Stability
Value orient. of time	Past	4.6	4.3	5.0	6.0	2.6	3.4
	Present	2.4	4.3	0.9	1.9	1.5	2.6
	Future	39.8	44.6	40.4	45.8	36.4	53.5
		x^2=2.7 df = 2 p = .26 G = -.03		x^2=8.6 df = 2 P = .01 G = -8.5		x^2=1.5 df = 2 P = .47 G = .01	

3) Value Orientations of Social Status Determinants and Occupation Selection

A significant correlation is found between the value orientation of social status determinants and that of occupation selection. The tendency is that those who value personal factors in the selection of occupation favor the determination of social status based on meritocracy. 51.5% of respondents fall on this category. On the other hand, those who hold ascriptive view of social status determinants and opt for the intrinsic value of occupation account for 38%. This group of respondents show an internal conflict of value orientations regarding the two issues.

Table 44. Value Orientations of Social Status Determinants and Occupation Selection

		Value Orient. of Social Status Deter.	
		Meritocracy	Ascriptive View
Determinants of Occ. Selection	Intrinsic Value	51.5	34.3
	Associated Value	6.4	7.8
		χ^2=198.00 P = .00 C = .15 G = .25	df = 3

Among the groups, students are most oriented toward meritocracy and intrinsic value of occupation (59.7%) less than half of parents have the same value orientation regarding the two issues. Contrary to this, teachers are more oriented toward ascriptive view-intrinsic value (48.8%) than meritocracy-intrinsic value (38.4%).

Table 45. Value Orientation of Occupation Selection and Social Status Determinants

		Teachers		Parents		Students	
		Merit.	Ascript. view	Merit	Ascript. view	Merit	Ascript. view
View of Occupation Selection	Intrinsic Value	38.4	48.8	45.1	40.7	59.7	25.8
	Associated Value	3.8	0.9	5.3	9.0	7.9	6.5
		x^2=27.6 df = 3 P = .00 C = .20 G = -.25		x^2=69.9 df = 3 P = .00 C = .13 G = -.25		x^2=122.0 df = 3 P = .00 C = .17 G = -.28	

3. Desired Value Orientation of Education

A. About the Ideal Profile of an Educated Person

Asked about the profile patterns desired of an educated person, opinions of respondents are distributed among a man of moral integration (30.5%), a man with a subjective identity (23.0%), sociable man (19.5%), a man of ability (15.5%), a man of aesthetic sensitivity (9.0%), and obedient man (2.5%). More than 50% of the respondents

Table 46. Value Orientation of Ideal Profile Patterns (%)

	Teachers	Parents	Students	Average
Moral integrity	30.3	33.0	28.1	30.5
Subjective idnetity	25.7	21.0	22.3	23.0
Ability/knowledge	12.5	16.9	17.0	15.0
Aesthetic sensitivity	8.0	7.1	10.8	9.0
Obedience	1.0	5.5	1.1	2.5
Sociability	21.5	16.4	20.6	19.5

gravitate toward morality and subjective identity. Adding sociality and competency to these brings the percentage of supporters to 90%. These profile patterns constitute the goals that school education seeks to achieve.

To distinguish among groups, teachers are more centered around subjective identity (25.9%) and sociability (21.5%), parents around moral integrity (33.0%), and students around competency (17.0%) and aesthetic sensitivity (10.8%). See Appendix 6.

This finding is inconsistent with that of Park JH's Study on View of Education. The former underscores normative values and sociable character in contrast with the latter's emphasis on adaptability to environment, personal competency and a commendable character. Assuming that the construction of a different set of questions result in the treatment of different aspects of concern, the findings of these two studies are not directly comparable.

The profile patterns differentiated by personal background, value system, recognition patterns, and social function are presented in Table 47. For statistical data, reference is made to Appendix 6. Subjective identity gains popularity in major cities, in high level of education, and in high socio-economic status. Obedience is more often considered as the essential virtue of ideal profile in rural areas and among the people of low education and low socio-economic status.

Viewed from value system and recognition pattern, subjective identity has a lot to do with the positive view of human nature (as good), individualism, future-orientation and humanistic concern. Moral integrity has a close relationship with the positive view of human nature, vertical relation orientation, future orientation, humanistic concern and stability orientation. Subjective identity is endorsed by those who argue for strengthening the role of schooling in assisting in the realization of social justice and self-realization.

Table 47. Profile Patterns of Educated Person Related to Personal Backgrounds, Value Orientations and Social Function of Schooling

	Profile Variables	Obedient	Competent	Subjective identity	Aesthetic sensitivity	Sociable character	Moral integrity
Personal background	Sex					Female	Male
	Age		Higher		Lower	Lower	Higher
	Locality	Rural (parents)		Maj. city (students)		Maj. city	Rural
	Education	Lower		Higher	Lower (parents)	Lower (teachers)	Higher (teachers)
	School level		Higher (teachers)	Lower(tchrs) Higher(stdts)	Higher(tchrs) Higher(stdts)	Lower (studts)	Lower (studts)
	Migration	to rural area (parents)		To city	To rural area		
	Socio-economic status	Lower (parents)	Lower (teachers)	Lower(tchrs) Higher(stdts, parents)	Higher (stdts)	Lower(tchrs) Higher(stdts, parents)	Lower (studts, parents)
Value orientations of	Human nature	Evil	Evil	Good	Evil		Good
	Human relation	Vertical rel.	Individual-ism	Individual-ism		Horizontal rel.	Vertical rel.
	Time	Past-orient		Future-orient.	Present orient.		Future-orient.
	Social development		Material orient.	Humanity orient.	Material orient.	Humanity	Humanity
	Social change		Change	Stability (parents) change(stds)	Stability		Stability
	Occupation	Social recog	Social recog.		Competency (parents) social recog. (stdts)		Competency, aptitude
Social functions of school	Socialization		the more important				
	Realization of social justice	the less important		the more important			
	Self-realization	the less import.		the more import.			
	Social selection						

The opinions of respondents regarding the ideal profile of an educated person are concentrated on three patterns, namely; subjectivity-intrinsic value (36.5%), combination of payoff-intrinsic values (25.7%) and intrinsic-value orientation (24.6%).

Table 48. Distribution of Ideal Profile Patterns (%)

	Intrinsic value (harmony, humane character)	Pay-off value (competency, knowledge)
Subjective (aggressive, pioneering)	36.5	6.3
Non-subjective (obedient)	4.3	0.9
Combination of subj. - non-subj.	0.7	
Intrinsic-centered	24.6	
Pay-off centered	–	
Combinating of intri-pay off	25.7	

Teachers, parents and students alike show ideal profile patterns of an educated person in the same sequence as shown above. In parents, combination of pay-off and intrinsic value forms the second pattern, while it forms the third pattern in the other two groups.

Table 49. Value Orientation Patterns of Ideal Profile of an Educated Person (%)

	Teachers		Students		Parents	
	Intrinsic	Pay-off	Intrinsic	Pay-off	Intrinsic	Pay off
Subjective	45.8	5.5	37.6	6.7	34.6	6.3
Non-subjective	0.9	0.8	1.4	0.5	7.8	1.4
Subject-non-subj.	0.3		0.3		1.2	
Payoff-intrinsic	19.1		26.8		26.2	
Intrinsic-centered	27.9		26.9		22.6	
Pay-off-centered	–		–		–	

B. Value Orientation of Educational Contents

Asked about what school should teach, 48.2% of the respondents pointed to "creative thinking and critical reasoning," 19.0% to"harmonious relation with others," 15.8% to social rule and moral consciousness, 13.9% to "occupational knowledge and skill", and 6.3% to knowledge necessary to continuing school."

Question: What do you think important to teach in school
(1) creative thinking
(2) Moral perspective and rules needed for social life
(3) Knowledge
(4) Cooperation with others
(5) Occupational knowledge and skill

The elucidated value orientations are clustered around two patterns, nakely; patter 1 values moral sense, harmony and human character and pattern 2 make much of knowledge, skill and competency.

Table 50. Value Orientation of Educational Contents (%)

Contents \ Groups	Teachers	Parents	Students	Average
Creative thinking critical reasoning	47.2 (1)	43.2 (1)	44.4 (1)	48.2 (1)
rule and morality	13.2 (4)	20.6 (2)	13.7 (4)	15.8 (3)
knowledge	4.0 (5)	9.5 (5)	5.6 (5)	6.3 (5)
Harmonious human relation	21.2 (2)	15.5 (3)	20.2 (2)	19.0 (2)
Occupational knowledge & skill	14.2 (3)	11.6 (4)	16.0 (3)	13.9 (4)

"Creative thinking and critical reasoning" is accorded top priority in all groups and the remaining comes in the order of social character,

occupational knowledge and skill, morality and knowledge. Parents attach greater importance to morality than social character.

Adam's study on educational perspective in Canada produces a consistent finding. As shown in Table 54, 27.6% point to independent spirit as the most important ingredient of educational content, 22.0% to social and moral consciousness, 14.6% to analytical inquiry, 13.6% to knowledge of social life, 11.3% to occupational knowledge and skill.

Summing up, both Koreans and Canadians attach greater importance to intrinsic values (subjectivity, social character and inquiry). Students are more concerned with occupational knowledge and skill than other contents.

Responses to educational contents are examined in relation to personal background variables. Responses to creativity and social character increases in proportion to age and in higher socio-economic status, as opposed to morality and occupational preparation.

Table 51. Value Orientation of Educational Contents in Relation to Personal Background Variables

	Creativity	Morality	Preparation for higher ed.	Social character	Occup. preparation
Sex			F(parents, teachers)	Females	Males
Age	lower(teachers) higher(parents)	higher(parents)	lower(par.,	lower (tea.)	lower (tea.)
Dwelling place	major city	rural area	rural area	major city	rural area
Education	higher	lower	lower	higher	lower
School level	college	primary tea. middle sch.	middle sch.	sec. teac. college	professor
Migration pattern	to city	to tutal area	to rural area	to city	to rural area
Socio-economic status	higher(parents)	lower	lower(parents)	middle(tea.) higher (par.)	higher(tea.) lower (par.)

The value orientation of educational contents are examined in relation to value patterns of education.

Table 52. Educational Contents Compared with Value Patterns of Education (%)

	Intrinsic Value (morality, social character)	Payoff value (preparation for higher sch. and occupation)
Subjective (creative)	56.3	30.5
Intrinsic-centered	2.4	
Payoff-centered	1.7	
Intrinsic-payoff centered	7.4	

56.3% of respondents are oriented toward intrinsic-subjective patterns which attach importance to creativity, morality and social character. Subjective-payoff pattern valuing preparation for higher schooling and occupation account for 30.6% and payoff-intrinsic pattern for 7.4%. The ideal value pattern of educational contents are

(1) subjective-intrinsic pattern,
(2) subjective-payoff pattern,
(3) payoff-intrinsic pattern.

Table 53. Value patterns of Educational Contents Among Groups(%)

	Teachers		Students		Parents	
	Intrinsic	Payoff	Intrinsic	Payoff	Intrinsic	Payoff
Subjective	62.0	32.3	56.2	32.8	67.4	29.1
Intrinsic-centered	1.4		2.4		2.5	
Payoff-centered	0.3		1.9		1.8	
Intrinsic-payoff	4.1		6.6		9.1	

The three groups show a similar trend of responses. Teachers (60.2%) are more oriented toward subjective-intrinsic pattern than parents (57.4%) and students (56.2%). Students (32.8%) hold payoff-subjective pattern in higher regard than teachers (32.3%) and parents (29.1%). Payoff-intrinsic pattern is more frequently responded among parents (9.1%) than teachers (4.1%) and students (6.6%).

With regard to educational contents, subjective-intrinsic value pattern is held in high regard by Korean people as noticed in the value pattern of ideal profile of an educated person. It can be safely stated that the value orientation of educational contents is consistent with that of the ideal profile. The subjective-intrinsic value pattern is contrasted to payoff orientation.

Subjective-intrinsic value pattern is given more responses by teachers, while students are more directed toward subjective-payoff and payoff-intrinsic patterns. This fact suggests that students are concerned with more immediate issue related to their future career – agonizing over more schooling and employment.

C. Value Orientation of the Ideal Profile of a Teacher

Asked about the ideal profile of a teacher, respondents' opinions are largely clustered around 'a teacher with a firm belief' (32.5%), and a teacher with genuine concern and love for pupils' (32.5%). The remaining responses are split between 'a teacher showing a model for one's life' (16.8%), 'a teacher with the excellent expertise of subject matter' (7.6%), 'a teacher emphasizing courtesy and social order' (5.5%), and 'a teacher able to effectively teach' (5.1%).

Table 54. Value Orientation of Ideal Teacher's Profile(%)

Groups / Profile	Teachers	Parents	Students	Average
Expertis of subject matter	7.7 (4)	7.2 (5)	7.8 (4)	7.6 (4)
Firm belief as an educator	34.8 (2)	33.5 (1)	29.2 (2)	32.5 (2)
Courtesy/social order	2.7 (5)	10.4 (4)	3.3 (6)	5.5 (5)
Ability to teach	1.3 (6)	6.6 (6)	7.5 (5)	5.1 (6)
Genuine concern and love for students	35.3 (1)	30.6 (2)	31.5 (1)	32.5 (1)
Model for life	18.2 (3)	11.6 (2)	20.6 (3)	16.8 (3)
	100.0	100.0	100.0	100.0

*: The number in parenthesis is the order of importance.

Parents stress the importance of 'belief as an educator' while teachers and students stand for 'genuine concern and love for pupils'. The ability to effectively teach receives the lowest emphasis in the three groups. Parents also attach greater importance to ettiquette and social order, and teachers and students to the expertise of subject matter.

Brainard's analysis of public attitude toward education and Adam's study on educational perspective in Canada addressed the same question. For the question of "which one of the following do you think is the best teacher, seven answer choices are given.

- o a teacher with understanding of pupils and open to communication with them
- o a teacher with firm belief in principles
- o a teacher motivating and inspiring pupils

- o a teacher with moral integrity
- o a teacher with love and concern for students
- o a teacher dedicated to teaching
- o a teacher with friendly and good character
- o a teacher with a refined bearing

In the United States, 'a teacher with firm belief in principles' was given the second position in the order of importance. Taking this for meaning a teacher with a firm belief as an educator, the value orientation of teacher's profile in the two countries are consistent. But the two countries are contrasted in 'a teacher with genuine concern and love for pupils' which was degraded to the fifth place in the United States.

The Canadian respondents established the order of importance as follows.

Table 55. Value Orientation of Teacher's Profile

Profile \ Groups	Teachers	Students	Average
Concern for pupils	91	64	77.5
Effective teaching	69	69	69.0
Expertise of subject matter	65	84	74.5
Class managing ability	52	58	55.0
Concern for social issues	16	13	14.5

'Teacher with concern for pupils' was considered the most impotant ingredient of ideal teacher's profile in Canada, as it is in Korea. 'A teacher with the expertise of subject matter' which is belittled by Korean respondents ranks second among the Canadian respondents.

The two countries are contrasted in students' view of 'a teacher with the expertise of subject matter'; 8.4% of Canadian students considered it the most important, as compared with 7.3% of Korean

students. But the two countries share the view which holds 'a teacher with concern and love for pupils' in highest regard. But the Canadians think more of 'competency to teach' than Koreans.

The value orientation of teacher's profile is examined in relation to personal background variables (see Appendix Table 8 for statistical data). The recognition of "firm belief as an educator" increases in proportion to age, education level and socio-economic status. Concern and love for pupils is given greater importance among females, in lower age, among rural students, and lower socio-economic status.

Table 56. Value Orientation of Teacher's Profile Related to Personal Background Variables

	Excellence in subject matter	Firm belief	Consciousness of ettiquette, social order	Teaching competency	Concern for pupils	Guide to life
Sex	Male teachers & parents		Male teachers & parents		Females	Male students
Age	The higher	The higher			The lower	
Locality	Major city	Rural teac. Urban teac.	Rural parents	Rural par. & teacher	Rural students	Major city
Education level	Higher (teac.) Lower(parents)	Lower (teac.) Higher (pare.)	Lower(parents)		Lower(teac.) Higher (pare.)	The higher
School level	College	College		Primary sch. Middle sch.	Mid. sch.	
Migration			To rural (parents)		To rural (teach.) To city (parents)	To city (parents)
Socio-eco. status	The higher (teachers)	The higher (pare.)	The lower (parents)	The lower The higher (parents, students)	Lower (teachers)	

Value orientation of teacher's profile is examined in accordance with value pattern.

Table 57. Patterns of Teacher's Profile (%)

	Intrinsic attribute (belief, concern, love)	Payoff attribute (competency, knowledge)
Subjective (life, self)	50.3	7.5
Objective (order, norms)	5.7	2.5
Payoff-centered	1.7	
Intrinsic-centered	12.1	
Payoff-intrinsic	14.7	
Subjective-objective	4.7	

As shown in the Table, 50.3% of respondents belong to intrinsic-subjective pattern, 14.7% to intrinsic-payoff pattern, and 12.1% to intrinsic-centered. The intrinsic-subjective pattern is more popular among teachers. Students are oriented toward payoff-intrinsic pattern, while parents value belief in education and love for pipils.

Table 58. Value Patterns of Teacher's Profile among Groups (%)

	Teachers		Students		Parents	
	Intr.	Payoff	Intr.	Payoff	Intr.	Payoff
Subjective	62.5	5.1	49.7	7.0	49.9	8.6
Non-subjective	2.2	1.3	3.5	1.2	8.5	.4.0
Payoff-centered	0.1		1.7		2.0	
Intr.-centered	15.7		16.2		7.5	
Intr.-payoff	11.1		18.9		11.3	
Subj.-non subj.	1.8		1.9		8.2	

Among the value orientations of teacher's ideal profile, subjective-intrinsic pattern is dominant among the respondents - particularly among teachers. Intrinsic-payoff pattern is also popular. Parents are more realistic in attaching almost equal importance to intrinsic and payoff values. Compared with Americans and Canadians, Koreans are more concerned with subjective-intrinsic value pattern.

D. Value Orientation of Social Functions of Schooling

In the preceding section, the social functions of schooling was classified into four. To view schooling as a means to social ends, it serves the functions of

(1) socialization and

(2) pace-setter for social innovations. The role of schooling in social innovations is inspired by its concern for the realization of social justice.

By the way to allocate resources, there are two approaches - humanistic and egalitarian approach and social control approach. The schooling viewed from the former is concerned with self-realization of individual students, while the latter's concept underlies the screening role of school for the society.

Table 59. Value Orientation, of Social Functions of Schooling among Groups(%)

Social function \ Groups	Teachers	Parents	Students	Average
Socialization	56.3	61.7	47.0	55.0
Pace-setter for social innov.	77.9	80.4	71.2	76.5
Humanistic-egalitarian	69.4	68.2	68.2	68.6
Social selection	22.7	29.7	20.3	24.2

Korean respondents attach greater importance to the role of school-

ing in social innovations directed toward the realization of social justice (76.5%) than socialization function. From the viewpoint of resource allocation, humanistic-eglitarian approach (68.6%) is considered more important than social selection. This finding suggests that the respondents have a negative attitude toward the conservative role of schooling designed to maintain social status quo by moulding individuals into the current social system and assigning social status in a selective way. It is worthy of attention that parents take a more positive attitude toward the innovative role of schooling for the society than students. The humanistic-egalitarian approach to self-realization is positively accepted by all groups.

The positive role of schooling for the society and its humanistic egalitarian approach to self-realization gains popularity among aged people and in proportion to education, income, social status. It is interesting to note that those who stand for role in socialization also gravitate toward the social selection role. While the former refers to the vertical relation, the latters refers to a horizontal relation of human society. The synchronization of the two is manifested in value orientation of school functions for the society. Humanistic value is associated with the realization of social justice and materialistic orientation with social selection role. Humanistic-egalitarian approach is directed toward social change and the recognized importance of realizing social justice underscores social stability. Ascriptive view of occupation is associated with social selection role of schooling for the society and its contribution to the maintenance of the existing social order.

Statistical analysis gives prominence to the value pattern of humanistic/egalitarian approach-social innovation (55.0%). Humanistic/egalitarian approach-system-maintaining pattern enlists 41.4% of repondents. The remaining responses are distributed between social control-social reform pattern (20.5%) and social control-system maintaining pattern (17.4%).

Table 60. General tendencies in Value Orientations of Social Functions of Schooling in Relation to Personal Background Variables

	System maintaining (socialization)			Social innovation (realization of social justice)			Humanity-egalitarian (self-reliz.)			Social control (selection)		
	Teachers	Parents	Students	Teachers	Parents	Students	Teachers	Parents	Students	Students	Teachers	Students
Sex		Male			Female	Male		Male	Male		Female	Female
Age	older			older	–			higher				
Locality		rural	rural		big city	big city		rural			rural	rural
Education	Lower	Lower	Lower		higher	higher		higher			lower	
School level			Lower			Lower			Lower			Lower
Migration		moving to rural			staying in city		moving to rural	moving to rural			moving to rural	
Socio-eco. status		lower			higher	higher		lower			lower	lower
Life		good	good	good	good	good		good	good	bad	good	bad
Human		vertical	vertical		individual-istic	vertical					horizontal	horizontal
Time		Future	Future	Future	Future	Future		Future			present	
Social develop.		material istic	humanistic	humanistic	humanistic	humanistic		humanistic	humanistic	material-istic	material-istic	material-istic
Social change		change oriented	stability oriented		stability	stability	change	change	change	change	change	stability
Occupation	Size oriented	ability oriented	ability oriented	ability	ability	ability	ability	ability	ability		size	size
Social statu determinants	ability	ability	ability	ability	ability	ability	ability	ability	background	ability	ability	background

Table 61. Value Patterns of Social Functions of Schooling

	System-maintaining (socialization)	Social innovation (realization of social justice)
Humanistic-egalitarian approach (self-realizt.)	41.4	55.5
Social control (selection)	17.4	20.5

Distinguishing among the groups, teachers are more directed toward humanistic/egalitarian approach-social reform (58.2%), parents toward humanistic egalitarian approach-system-maintaining (46.4%), social control-system maintaining (23.0%) and social control-social innovation (26.2%).

Table 62. Value Patterns of Social Functions of Schooling among Groups(%)

	Teachers		Students		Parents	
	System maintaining	Social reform	System maint.	Social reform	System maint.	Social reform
Humanistic egalitarian approach	42.4	58.2	35.4	51.0	46.4	57.4
Social control approach	16.5	19.6	12.7	15.6	23.0	26.2

The dominant view of schooling for the society is that school is responsible for ensuring the self-realization of individuals through humanistic-egalitarian approach to resource allocation and initiating social innovation for the realization of social justice.

4. Evaluation of School Education System

A. Evaluation of Educational Opportunity and Expected Level of Educational Attainment

This section deals with the degree to which the concept of equality in educational opportunity is realized, the expected level of educational attainment and limits to attaining to this level. The concept of equality in educational opportunity necessarily lead to consideration of the expected level of educational attainment and what sets limits to realizing it.

1) The concept of Equality in Educational Opportunity

The question which elicited the opinions of respondents regarding the degree to which the concept of equality is realized in educational opportunity is "do you think the people are given opportunity for education commensurate with personal ability and needs."

Table 63. Realization of Equality in Educational Opportunity (%)

	Average	Teachers	Parents	Students
Think so	53.1	51.1	66.3	42.1
Don't think so	37.0	40.0	27.6	45.4
Don't know	5.7	8.9	7.9	12.5
Total	100.0	100.0	100.0	100.0

Positive answers account for more than 53.1% against negative answers taking 37%. Among the three groups, parents are more positive in the evaluation of educational opportunity, and negative evaluation is more prevalent among students. Let's examine the degree of realizing equality in educational opportunity in relation to personal background variables.

Table 64. Realization of Equality in Educational Opportunity Related to Personal Background Variables

	Positive answers	Negative answers
Sex		
Age	the higher (teachers)	the lower (teachers)
Locality	rural area (students)	major city (students)
Education	major city (teachers)	rural area (teachers)
	the lower (parents)	the higher (parents)
School level	the lower (students)	the higher (students)
Migration		
Socio-economic	the lower (parents)	the higher (parents)
Status	the higher (students)	the lower (studcnts)

The positive evaluation of educational opportunity is more prevalent an higher age levels (students), among rural students, in lower educational attainment of parents, in lower school level (students) and in lower socio-economic status of parents. Exceptionally, parents in major cities and students whose parents are higher socio-economic status have a more positive view of educational opportunity.

2) Expected Level of Educational Attainment

Teachers and parents were asked "what is the school level you expect your children to complete?" Students were asked "what is the school level you want to finish?"

Responses to this question was distinguished between male and female students. In both groups, college and university enlist nearly half of total responses (47.3%, 53.2%). Distinguishing between sons and daughters, parents' expectation of the former is higher than of the latter.

Among the groups, teachers' expected level of schooling for their children is highest, followed by parents. A substantial portion of

Table 65. Expected Level of Schooling (%)

	Male				Female			
	Average	Teachers	Parents	Students	Average	Teachers	Parents	Students
Primary sch.	0.1	–	0.5	–	0.1	0.2	0.5	–
Middle sch.	1.4	0.2	1.7	1.4	3.8	0.2	4.1	4.4
High sch.	13	0.3	8.2	28.0	24.9	2.6	24.3	36.6
Col. & Univ.	47.3	28.0	48.9	49.9	53.2	62.0	54.3	46.5
Graduate sch.	17.8	31.1	17.4	14.4	9.5	16.4	6.6	12.7
Overseas Study	19.8	40.4	23.3	5.4	9.5	18.6	10.0	4.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

students (28% of male, 31.6% of female) expect to finish only high school. Their low expectation of schooling might be due to their awareness of limited financial means to continue schooling or their aversion to learning. Gaps among the groups are better illustrated in Diagram 3.

In general, the gap between sons and daughters is most clear, and it is particularly so in the group of teachers. They expect daughters to finish college and wish that sons finish graduate school and overseas study. A similar trend is noticed among parents. It is only in the group of students that the expected level of schooling does not show variation between sexes.

While the expectation of parents on schooling of their children is on a much higher level, it shows a significant variation between sexs. In contrast, students show a lower expected level of schooling with no difference between sexes. The expected level of schooling is examined in relation to personal background variables.

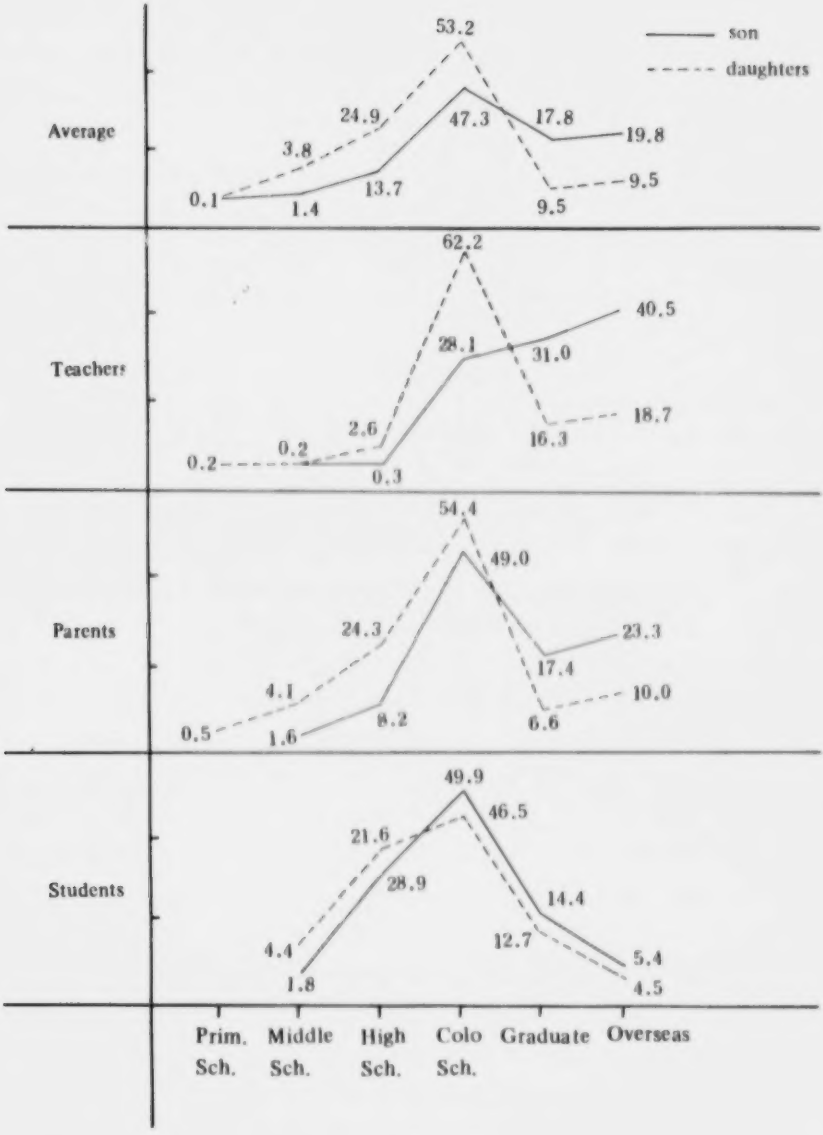

Diagram 3. Gaps Among the Groups are Better Illustrated

Table 66. Expected Level of Schooling Related to Personal Background

	Groups	
	Sons	Daughters
Sex	Female (Teacher, Parents)	Female (Teachers, Parents)
Age	The lower (Parents)	The lower (Teachers, Parents)
Locality	Rural area (Teachers) Seoul (Parents, Students)	Seoul (Students, Parents)
Education	The higher (Teachers, Parents)	The higher (Teachers, Parents)
School level	The higher (Teachers, Parents)	The higher (Teachers, Students)
Migration	Drift to city (Teachers, Parents, Students)	Drift to city (Teachers, Parents, Students)
Socio-economic status	The higher (Teachers, Parents, Students)	The higher (Teachers, Parents, Students)

A higher expected level of schooling is clear among females, in lower ages, among Seoulites, among those with higher level of education, among urban migrant, and in higher socio-economic status. Exceptionally, rural teachers show higher level of expectation than urban teachers.

3) Limits to Expected Level of Educational Attainment

Responses to what makes it difficult to attain to the expected level of education are given as follows.

As the primary limit to education, financial problem is most frequently cited (46.6%), followed by poor achievement (21.4%) and aversion to learning (10%). Responses to "no need for more learning" account for 6%.

Financial problems is most frequently cited among teachers. More than half of students give the same reason. Next to financial problem, students ascribe the limited education to poor achievement (26.3%).

Table 67. Limits to the Expected Level of Education

	Average	Teachers	Parents	Students
Poor achievement	21.4	12.8	17.9	26.3
Financial problem	46.6	64.5	52.4	38.0
Unfortunate encounter with school	5.6	1.3	3.7	8.1
Succeeding family occupation	1.8	0.2	1.9	2.0
Physical inability	1.5	1.4	1.9	1.2
Aversion to learning	9.6	9.3	9.8	9.4
No need for more learning	5.0	5.8	5.3	6.7
Others	7.8	4.7	7.1	8.3
Total	100.0	100.0	100.0	100.0

Responses of teachers and parents are centered around "financial problems" and "poor achievement," whereas those of students are split among poor achievement, aversion to learning, unfortunate encounter with school and no need for more learning.

The perceived limits to education are examined in relation to personal background variables.

1) Equality in Educational Opportunity and Major Limits to Education

Effort was made to determine gap in perceiving limits to educational attainment between those who were confident of education up to the expected level and those who are not. Table 68 feature an attempt to relate the degree of equality in educational opportunity and the limits to educational attainment. Limits are divided into environmental and personal factors. Those who are skeptical of equality in educational opportunity tend to ascribe the limit to the given environment. This trend is more salient among teachers(73.2%).

Table 68. Limits to Educational Attainment and Equality in Educational Opportunity

	Average		Teachers		Students		Parents	
	Environ. factors	Personal factors	Environ. factors	Personal factors	Environ.	Personal factors	Environ. factors	Personal factors
Positive ans.	53.7	46.3	63.2	30.8	43.3	56.9	58.7	41.3
Negative ans.	61.5	38.5	73.2	26.8	57.6	42.4	65.1	34.9
Don't know	52.7	47.3	65.2	34.8	47.0	53.0	59.4	40.5
	x^2 =47.09 df=2 p= .00		x^2 =50.12 df=2 p=.00		x^2=70.49 df=2 p=.00		x^2=12.32 df=2 p= .00	

2) Major Limits to Attainment of the Expected Education

The expected level of educational attainment may hold different implications for the definition of limits to schooling. The relationship between the two was traced by combining two questions.

Table 69. Major Limits to Educational Attainment Related to the Expected Level of Education

	Average		Teachers		Parents		Students	
	Env'tl	Personal	Env'tl	Personal	Env'tl	Personal	Env'tl	Personal
Middle sch.	44.5	55.5	–	–	65.7	34.3	38.1	60.9
High sch.	48.6	51.4	–	–	73.5	26.5	44.2	55.8
CoL & Univ.	62.9	37.1	73.1	26.9	63.3	36.7	58.7	41.3
Graduate sch.	59.2	40.8	70.5	29.5	56.0	44.0	58.6	41.4
Overseas study	56.0	44.0	60.4	52.7	52.7	47.3	–	–
	x^2 =61.41 df=4 p= .00		x^2=30.05 df=2 p= .00		x^2 =57.24 df=4 p = .00		x^2=90.39 df=3 p= .00	

Note: Environmental factors: financial problems, unfortunate encounter with school

Personal factors: Aversion to learning, physical weakness, no need for education

B. Economic Value of Schooling, Motive for Schooling and Expected Level of Educational Attainment

This section examines the change of motive for schooling in relation to the perceived economic value of education and the expected level of schooling.

1) Economic Value of Schooling

Opinions about the economic value of schooling were invoked by asking for reactions to "The more education one has, the better he is off."

Table 70. Economic Value of Schooling

Relations \ Groups	Average	Teachers	Parents	Students
Think so	38.8	27.6	42.8	34.2
Don't think so	42.7	55.3	41.8	41.6
Don't know	19.5	17.1	15.4	24.2
Total	100.0	100.0	100.0	100.0

As a whole, positive answers (38.8%) are unfavorably compared with negative answers (42.7%). This means that those who doubt the contribution of schooling to personal affluence are in a larger number.

Negative answers are dominant among teachers, accounting for 55.3% against positive answers (27.6%). A Larger number of students give negative answers and parents are almost equally split between positive and negative answers. The dominantly negative view of the economic value of schooling suggests that the unusually high level of education expected by Koreans is explained by other than economic factors. Concern for the economic value of schooling does not constitute an exclusive motive for pursuing higher level of schooling. Need arises to deal with motive for schooling in relation to the values

of schooling and the expected level of educational attainment.

Table 71. Perception of the Economic Value of Schooling

	Positive answers	Negative answers
Sex	female (parents)	
Age	the higher (parents)	the lower (parents)
Locality	rural area (parents)	rural area (parents)
Educational level	the lower (parents)	the higher (parents)
School level	the lower (students)	the higher (students)
Migration	rural-centered, drift to rural area (parents)	city-centered, drift to city (parents)
Socio-economic status	the lower (parents)	the higher (parents)

Among the three groups, parents rate the economic value of schooling highest. It is rated higher by females, in lower ages, by rural people,

Table 72. Motive for College Education

Motive \ Groups	Average	Teachers	Parents	Students
Economic motive				
Good occupation	29.7	36.7	28.6	23.9
Higher income	10.1	13.0	11.1	7.9
Better chance for promotion	4.7	3.5	7.3	3.2
Better conditions for marriage	28.4	29.2	22.5	33.4
Total	72.9	82.4	69.5	61.4
Non-economic motive				
Broad cultivation	20.9	12.8	22.1	27.9
Association with good friends	0.5	–	0.8	0.3
Parents' exhortation	2.1	1.1	3.6	1.6
Do as others do	3.3	3.7	4.0	1.8
Total	26.8	17.6	30.5	31.6

in lower educational attainment and in lower socio-economic status. Lower rating is prevalent in the reverse cases. Among students, the lower the school level, the more positive view is hold of the economic value of schooling.

Asked "why they want to go to college", their responses are given as follows:

63.2% of respondents are motivated for college education by better chances for good occupation, higher income, promotion, and expertise and skills. The proportion of economic factors is favorably compared with that of non-economic factors.

This finding is inconsistent with the prevailing negative view of the economic value of schooling. Although they don't recognize the economic values of schooling, they ascribe the motive for college education to economic factors.

The motive for college education is examined in relation to personal background variables in Table 73. "Good occupation" and "expertise and professional skill" constitute the major motive for males to seek college education. On the other hand, females tend to consider college education as creating conditions for better marriage. In the case of teachers, the lower the age, the more responses are given to higher income as the motive for college education. Aged teachers are oriented toward broad cultivation. The reverse is the case with parents. The economic factors enlist a larger proportion of responses in Seoul than in rural areas. No significant variation is detected between education levels and between school levels except for teachers. Primary school teachers are more concerned with income, as contrasted with professors oriented toward professional competency. Those in higher socio-economic status are more directed toward economic factors. Those who value the kind of school as the determinant for social status are more directed toward economic factors, as opposed to meritocracy-oriented people who attach importance to non-economic factors.

Table 73. Motive for College Education Related to Personal Background Variables

	Economic motive				Non-economic motive			
	Good occupation	Income/ promotion	Marriage	Professionality	Cultivation	Parents' exhort.	Social association	Do as others do
Sex	M. all groups		F. all groups	M. (parents)	M (teachers) F (students)			
Age		Lower(teachers) Higher(parents)		Higher (teachers) Lower(parents)	Higher (tchrs) Lower (prts.)			
Locality	Seoul (all grps.)	Seoul (parents) rural (tchrs.)		Small city (tchrs) Rural (parents)	Rural (all grps.)			
Education	graduate sch.	High sch.(tchrs.)		High sch (tchrs) Higher (parents)	High sch.(tchr) mid.sch.(prnt)			Graduate (tchrs) Lower (prts)
School	College students	Primary sch. (tchr.) Voc.high sch. studts.	gen. high sch.stdts.	professors mid. sch. stdts.	sec. sch.teachers Mid. sch. stdts			
Migration		Rural-cent. drigt to city (techrs), city-cent.drigt to city (prts)		City-cent.(teachrs) Rural-cent.(prts)				
Socio-eco status	Higher (teachers, parents)			Lower (teachrs, Higher(parents)	Lower all grps.			
Social status	determined by school	determined by school	determined by school	determined by competency	determined by competency			

3) Motive for Schooling and Economic Value of Schooling

The change of motive for schooling is examined in relation to the economic value of schooling, assuming that the latter has some impact on the former.

Table 74. Motives for Schooling Related to Economic Value of Schooling

	Average		Teachers		Parents		Students	
	Economic	Non-eco.	Economic	Non-eco.	Econ.	Non-eco.	Econ.	Non-eco.
Positive	73.1	26.9	89.7	10.3	69.5	30.5	62.1	37.9
Negative	70.5	29.5	82.4	17.6	64.3	35.7	60.2	39.8
Don't know	74.1	25.9	75.1	24.9	74.7	25.2	61.0	39.0
	x^2=8.01 df=2 p= .05		x^2=9.18 df=2 p= .01		x^2=9.47 df=2 p= .01		x^2=5.91 df=2 p= .05	

In general, those who recognize the economic value of schooling are more inclined to relate economic factors to motive for schooling than these who don't. But there is no significant difference between the two groups. It is between teachers and parents that a significant difference is noticed.

The change of motive for schooling is also examined in relation to the expected level of educational attainment.

According to Table 75, the general tendency is that the lower the expected level of educational attainment, the more responses are given to economic factors. Teachers and students show a consistent pattern of responses with that of total respondents. It is only parents that show a reverse pattern of responses. In other words, the higher their expected level of educational attainment, the more responses are given to economic factors which inspire motive for college education.

Table 75.Motive for Schooling Related to Expected Level of Educational Attainment (%)

	Average		Teachers		Parents		Students	
	Economic	Non-eco.	Econ.	Non-eco.	Econ.	Non-eco.	Econ.	Non-eco.
Middle sch.	75.1	24.9	–	–	60.1	39.9	63.8	36.2
High sch.	79.8	20.2	–	–	65.4	34.6	64.2	35.8
Col & univ.	68.4	31.6	87.3	16.7	73.2	26.8	58.4	41.6
Graduate sch.	71.2	28.8	82.4	17.6	73.9	26.1	58.0	42.0
Overseas study	67.5	32.5	77.5	22.5	75.8	24.2	–	–
	x^2=21.01 df=4 p= .00		x^2=3.63 df=2 p= .45		x^2=21.45 df=4 p= .00		x^2=20.06 df=3 p= .00	

C. Social Selection of Schooling

The respondents were asked to think of an alternative strategy to the selection role of school for the society. To invoke their responses, two questions were used; one was concerned with educational opportunity and the other with the timing of career selection.

1) Educational Opportunity

To the question of "whether the opportunity for college education should be open to every one who wants it?" 64.6% of respondents subscribe to "opening." Only 28.0% argue for "limiting it." Students and parents are more in favor of "opening" than teachers. The general trend of responses reflect the opinion of students and teachers.

The change of attitude toward "opening" is examined in relation to personal background variables.

There is no variation of teacher's attitude toward educational opportunity in relation to personal background variables. Parents' endorsement for "opening" is stronger among the aged, in lower levels of educational attainment, among those who have migrated to rural

Table 76. Attitude toward Open Educational Opportunity Related to Personal Background Variables

	Open	Limit
Sex	female (students)	male (students)
Age	the higher (parents)	the lower (Parents)
Locality	rural area (students)	Seoul (students)
Education	the lower (parents)	the higher (parents)
School	Vocational high sch.	College
Migration	Drift to rural area (parents) (parents)	Drift to city (parents)
Socio-econ. status	the lower (parents)	the higher (parents students)

areas and in lower socio-economic status. In the case of students, it becomes stronger among female students, rural students, vocational high school students and those whose parents are in lower socio-economic status. To sum up, endorsement for open door to college education becomes stronger in low social strata.

2) Timing of Career Selection

The respondents were asked to indicate the appropriate timing for career selection.

Table 77. Timing of Career Selection (%)

	Average	Teachers	Parents	Students
As early as possible	69.0	66.3	69.0	71.7
As late as possible	23.7	29.2	23.1	18.8

69.0% of total respondents are of the opinion that career selection should be made at the earliest possible time. 23.7% argue for deferring it as late as possible. The implication is that educational opportunity

should be reasonably accessible by everyone who wants it but resources should be utilized effectively.

More students subscribe to earlier selection of career, whereas the group of teachers has the largest proportion (29.2%) favor postponing it as late as possible.

The timing for career selection is examined in relation to personal background variables.

Table 78. Time for CareeSelection Related to Personal Background Variables

	Early selection	Late selection
Sex	Male (parents) female (students)	
Age		
Locality	Rural area (parents)	
Education		higher (parents)
School	Middle sch. voc. high sch.	gen. high sch. & college
Migration		city-cent. drift to city (parents)
Socio-econ.	higher (students)	higher (teachers, parents)

In general, earlier selection of career is given greater endorsement by males (parents) and rural people, whereas late selection find a larger number of supporters among highly educated parents, city-centered parents, and those who have moved to cities and in higher socio-economic status. Earlier selection is favored by female students, middle school and vocational high school students. The reverse is the case with general high school and college students. The view of teachers is not affected by socio-economic status.

3) Social Selection of Schooling

Relating educational opportunity to the timing of career selection yields value patterns regarding the social selection of schooling.

Table 78. Value Patterns Regarding Social Function of Schooling

	Average		teachers		students		parents	
	Earlier	late	Earlier	Late	Earlier	Late	Earlier	Late
Limit	17.4	7.2	25.9	13.8	15.7	5.3	20.1	9.1
Open	53.8	15.5	43.0	17.3	62.6	16.3	54.4	16.5
	x^2 =39.93 df = 2 p = .00		x^2 =3.4 df = 2 p = .18		x^2 =9.2 df = 2 p = .01		x^2 =29.1 df = 2 p = .00	

The value orientation of total respondents regarding the social function of schooling approaches the European pattern (53.8%) which combines open educational opportunity with earlier career selection. 17.4% opt for aristocracy pattern which limits educational opportunity and encourages earlier selection of career. 15.5% represents the American pattern which opens educational opportunity and defers selection of career. It is worthy of attention that Korean value represent the European pattern although they adopt the American school pattern of 6-3-3-4. Elitist pattern enlists the second largest proportion of respondents. These two patterns show a statistically significant correlation.

The three groups show a similar pattern of responses. The European pattern is popular among students. Teachers gravitate toward meritocracy-American pattern. Parents stand between the two groups.

D. Evaluation of Entrance Examination to College

For the evaluation of college entrance examination, two questions were asked; "who should go to college?" and "who is going to college?" Seeking answers to these questions form the evaluative opinions of entrance examination.

1) Who Should Go?

Responses given to "who should go to college?" are shown in Table 79.

Table 79. Value Orientation of Eligibility for College (%)

	Average	Teachers	Parents	Students
Talented in all	8.6	8.0	9.7	8.0
Humane and sociable	14.2	12.0	15.2	16.6
Rich enough to finance study	2.5	1.9	3.4	2.3
Scholastic apt. & motivation	39.2	43.5	34.8	29.4
High schievement in examination	2.4	0.9	4.5	1.7
Knowledgeable & able	32.6	33.6	32.2	31.9

Table 80. Value Patterns Regarding Eligibility for College Education

Groups		Financial means	Knowledgeable and able	Humane and sociable	
Average	Interest and motivation	A. 3.3	B. 90.7	C. –	x^2 =96.82 df= 1
	High achieve in examination	D. 1.5	4.4	–	p= .00
Teachers	Interest and motivation	A. 2.5	B. 96.0	C –	x^2 = 28 df = 1
	high schieve. in examination	D. 0.7	0.7	–	p = .00
Parents	Interest and motivation	A. 3.7	B. 86.1	C. –	x^2=127.76 df = 1
	High achieve. in exam	D. 2.4	7.7	–	p = .00
Students	Interest and motivation	A. 3.2	B. 94.2	C. –	x^2=64.47 df = 1
	High achieve. in exam	D. 0.7	2.0	–	p = .00

A: aristocracy B: Meritocracy C: Confucianism D: Secularism

The majority of responses are centered around scholarly aptitude and motivation and knowledge and ability as the major determinants of eligibility for college education. Next to these, humane and sociable character is given a substantial portion of responses. The responses given to the three determinants are examined in relation to quality components in Table 15.

Classifying value orientation of eligibility for college education into aristocracy, meritocracy, Confucianism and secularism, 90.7% of total responses are given to meritocracy which recommends with interest in and motivation for college education. This value orientation is particularly salient among teachers (96.0%) and students (94.2%). 86.1% of parents are of the same opinion, but it is interesting to notice that 7.7% of them endorse those who achieve highly in examination. They are again examined in relation to personal background variables.

Table 80. Value Orientation of Eligibility for College Education Related to Personal Background Variables

	aptitude	Humane, social	Finan. means	Interest, motivat.	High achiev. in exam	Knowledge ability
Sex	Male all groups	male all groups		female all all groups		female all groups
Age		higher all grps		lower all grps		lower parents
Locality		rural prts & stds		Seoul all grps.		Seoul prts & stdts
Education				higher all grps		higher all grps
School lvl.		Mid. sch.		College gen. gen. high sch.		
Migration		Drift to rural all		drift to city all		
Socio-eco.		lower all grps		higher all grps		Higher parents

Aptitude, interest in and motivation for learning are more frequently responded as the major determinants of eligibility for college education among females, in lower ages, in cities and in higher socio-economic status. Humane and social character is more favored by males, in older ages, in rural areas and low socio-economic status. Nonetheless, aptitude, interest and motivation area still more cherished irrespective of variables.

2) Who Is Going to College

The question of "who is going to college?" is supposed to invoke different responses from those to "who should go to college" since the former is based on reality.

Table 81. Profile of College Students (%)

Profile	Average	Teachers	Parents	Students
Talented in all	5.9	5.5	7.3	5.0
Humane and sociable	5.4	2.3	8.6	5.2
High economic status	34.7	39.0	29.3	35.7
Aptitude, interest in nand motivation for learning	20.0	19.5	22.0	18.6
High achievement in examination	18.5	19.8	15.6	20.1
Knowledgeable and able	14.9	13.4	16.9	14.4

The reality is that those in high economic status constitute a substantial proportion of college students, the remaining students viewed as possessing either aptitude/interest/motivation or high schievement in entrance examination. These responses are reclassified in Table 88 according to value patterns.

34.4% of respondents consider collegiate students to value patterns. that is, those with financial means and capable of achieving high in

entrance examination. 28.2% view them as belonging to the aristocratic fold. Meritocracy pattern enlists only 14.3% of total responses. Secularism and aristocracy find a larger proportion of teachers, as contrasted with parents giving more responses to meritocracy. Student respondents stand between the two.

Table 82. Perceived Value Patterns of Collegiate Students

Groups		financial means	ability	Humane, sociable	
Average	Interest/motivation	A 28.2	B 14.3	C 6.2	x^2=152.45
	High achiev.in exam	D 34.1	7.9	1.4	df = 2 p=.00
Teachers	Interest/motivation	A 39.3	B 7.9	C 1.9	x^2=10.16
	High achiv.in exam	D 41.0	10.0	0.0	df=2 p= .00
Parents	Interest/motivation	A 27.5	B 19.8	C 10.7	x^2=231.24
	High achiev.in exam	D 31.7	8.4	1.9	df=2 p= .00
Students	Interest/motivation	A 32.0	B 12.8	C 4.0	x^2=93.69
	High achiev.in exam	D 41.3	8.5	1.5	df=2 p= .00

Table 83. Perceived Value Patterns of Collegiate Students

	Talented	Humane/ sociable	Financial means	Interest/ motivation	High achieve ment in exam	Knowledgeable/ able
Sex			F. all grps	F.all grps	M. all grps.	M. all grps.
Age	Higher teachers		lower all grps	lower teachers	higher teachers	lower teachers
Locality						
Education Level		lower parents	higher l parents	lower parents	lower parents	
School level				Middle sch. teachers	Gen.high sch. college stdts.	
Migration						
Socio-economic status	lower students	lower parts.	lower tchrs stdnts higher prts.	lower tchrs parents	higher all grps	higher students

In relation to personal background variables, financial means and high achievement in examination find a larger proportion of responses among parents in proportion to education level and socio-economic status. Humane and sociable character is more frequently responded by parents with less education and in lower socio-economic status as the important ingredient of profile of collegiate students.

3) Entrance Examination to College

Entrance examination to college intends to bring together "who should go " and "is going to college" with a view to determining correlation between the two. Table 84 arrays profile patterns of collegiate students against the determinants for eligibility.

Table 84. Evaluation of Entrance Examination to College

Groups		Aristocracy	Meritocracy	Confucianism	Secularism	
Average	Aristocracy	A* 0.7	26.3	5.7	0.0	x^2=152.49
	Meritocracy	0.2	A 10.9	3.8	0.5	df=9
	Confucianism	0.2	1.8	A 2.3	0.3	p=.00
	Secularism	0.2	37.2	11.7	A 0.1	
Teachers	Aristocracy	A 1.2	31.7	9.8	0.3	
	Meritocracy	0.0	A 5.3	2.1	0.3	x^2=18.97
	Confucianism	0.0	00.0	A 0.6	0.0	df=9
	Secularism	0.3	41.1	8.5	A 2.0	p=.01
Parents	Aristocracy	A 0.5	23.9	3.9	0.1	
	Meritocracy	0.2	15.1	4.2	0.7	x^2=172.18
	Confucianism	0.6	2.7	A 3.6	0.7	df=9
	Secularism	0.2	34.2	9.1	A 0.2	p=.00
Students	Aristocracy	A 0.9	26.0	6.2	0.0	
	Meritocracy	0.4	8.0	3.6	0.3	x^2=80.54
	Confucianism	0.1	1.3	1.4	0.1	df=9
	Secularism	0.3	37.4	13.9	A 0.1	p=.00

* Note: A means responses positive about the validity of entrance examination

The cases where the perceived profile patterns are consistent with elibility patterns account for 14.0% ("A" marked) and the remaining 86.0% are inconsistent. The majority of respondents negate the validity of the present entrance examination. More than half of those with negative view deplore the present examination system for the lack of relevance to measuring eligibility for college education. They view financial means as the major determinant for eligibility. Teachers are most critical in contrast with parents.

E. Operation of School

1) Egalitarian vs. Elitist Approach

The egalitarian and elitist approaches to school operation constitutes a wide range of educational issues related to operation which are broadly classified into educational method based on competition, open educational opportunity and discriminatory grouping of learners.

Educational method encouraging competition: With regard to the educational method which encouraging competition among learners, responses are given as shown in Table 85.

Table 85. Attitude Toward Educational Method for Competition

	Average	Teachers	Parents	Students
Negative	64.6	71.2	58.1	64.5
Positive	23.2	18.9	29.7	21.5
Don't know	12.2	9.9	12.2	14.0

23.2% of respondents are in favor of competition among learners, while 64.6% hold a negative view of it. Negative attitude is dominant but positive attitude is not of a negligible proportion. Negative attitude is more salient among teachers (72%) and students (65%) than parents (51%).

Table 86. Attitude toward Educational Method for Competition Related to Personal Background Variables

	Negative	Positive
Sex		
Age	higher (parents)	lower (parents)
Locality	rural area (parents, students)	cities (parents, students)
Education level	lower (parents)	higher (parents)
School	vocational and middle sch.	gen. high sch. and college
Migration	Drift to rural area, rural-centered parents	Drift to city city-centered parents
Socio-economic status	lower parents	higher parents

In the case of teachers, personal background variables produce no variation of attitude toward the educational method. Negative attitude is more prevalent among rural parents in higher ages, in lower education and in lower socio-economic status. Among students, it is more prevalent in rural schools vocational high schools and middle schools than in general high schools and colleges.

Open Educational Opportunity: See the previous section

Discriminatory Grouping of Learners

To the statement that distinction should be made between superior and inferior students in a classroom, the respondents react as shown in Table 87.

Table 87. Attitude toward Discriminatory Grouping of learners

	Average	Teachers	Parents	Students
One classroom	57.5	44.9	64.0	63.7
Superior & inferior classes	34.5	50.0	27.9	25.5
Don't know	8.0	5.1	8.1	10.8

While those endorsing "one classroom" account for 57.5%, those arguing for splitting it into superior and inferior classes are of a sizeable proportion (34.5%). 50% of teachers are for "one classroom." In the case of parents and students, larger percentages are against discriminatory grouping.

In relation to personal background variables, "one classroom" is more favored in rural area and among parents and students in lower socio-economic status. It enlists a larger proportion of female students than male students. In the case of parents, endorsement for one classroom increase in proportion to age and in reverse to education.

Table 88. Attitude Toward Discriminatory Grouping of Learners

	Support for one classroom	Support for division into superiors and inferiors
Sex	Female (students)	Male (students)
Age	higher (parents)	lower (parents)
Locality	rural areas (all groups)	Seoul (all groups)
Education level	lower	higher
School level		
Migration		
Socio-economic	lower parents (students)	higher parents (students)

o Egalitarian and Elitist Approach to School Operation

Educational method supportive of competetion, open educational opportunity and classroom organization are related to the operation of school. These issues need to be examined in relation to egalitarian and elitist approach to school operation.

Table 89. Attitude Toward Egalitarian and Elitist Approach related to Educational Issues (%)

Approach	Issues	Average	Teachers	Parents	Students
Egalit.	Negative about competitive method	64.6	71.2	58.1	64.5
	Open ed. opportunity	64.6	56.3	65.5	71.8
	One classroom	57.5	44.9	64.0	63.7
Elitist	Positive about competitive method	23.2	18.9	29.7	21.5
	Limited ed. opportunity	28.0	37.7	27.2	19.0
	Division into inferiors and superiors	34.5	50.5	27.9	25.5
Don't know	Competive method	12.2	9.9	12.2	14.0
	Ed. opportunity	7.4	6.0	7.3	9.2
	Grouping of learners	8.0	5.1	8.1	10.8

As regards the operation of school, the majority of respondents are directed toward egalitarian approach. 30% of respondents are in favor of elitist approach. Teachers manifest egalitarian orientation more strongly in their negation of competetive method than parents and students. Their elitist orientation is more strongly propounced in endorsing limited educational opportunity and division into inferiors and superiors.

2) Conservative and Liberal Orientation

Conservative and liberal orientation about school operation constitute a range of educational issues which may well be classified into corporal punishment, examination-bound education and freedom not to send children to school.

o *Attitude Toward Corporal Punnishment*

Responses were invoked as regards the statement - "corporal punishment is justified to teach."

Table 90. Attitude Toward Corporal Punnishment

	Average	Teachers	Parents	Students
Positive	48.5	50.5	61.3	33.9
Negative	40.9	41.1	29.5	52.2
Don't know	10.6	8.4	9.2	13.9

48.5% of total respondents recognize the necessity of corporal punnishment against 40.9% denying it. Among the groups, there is a wide variation of responses. Teachers are almost equally split between positive and negative attitudes. 61.3% of parents recognize the necessity of corporal punnishment as contrasted with 52.5% of students negating it.

The attitude toward corporal punnishment is examined in relation to personal background variables.

Table 91. Attitude Toward Corporal Punnishment Related to Personal Background Variables

	Positive	Negative
Sex	female (all groups)	male (all groups)
Age	the thirties (parents)	the fifties (parents)
Locality		
Education level	college graduates (teachers) lower (mothers)	high sch. graduates (teachers) higher (mothers)
School level	middle school	gen. high school
Migration		
Socio-econ. status	lower (parents)	higher (parents)

In general, there is no variation of attitude according to locality and migration. A larger number of females recognizes the necessity of corporal punnishment in all groups. In the case of teachers, corporal punnishment finds the largest number of supporters among college graduates, as contrasted with parents. The number of parent supporters among college graduates is largest in the thirties and increases in reverse to education and socio-economic status. Among school levels, middle school shows the largest number of supporters.

o *Attitude Toward Examination-bound Education*

Responses were invoked about the statement - "many redundant examinations should disappear."

Table 92. Attitude Toward the Educational Value of Examination(5)

	Average	Teachers	Parents	Students
Positive	75.5	78.9	83.2	64.6
Negative	14.8	13.7	9.4	21.3
Don't know	9.7	7.4	7.4	14.1

Table 93. Attitude Toward Educational Value of Examination Related to Personal Background Variables

	Positive	Negative
Sex	female (students)	male (students)
Age	lower (parents)	higher (parents)
Locality	Seoul (all groups)	rural area (all groups)
Education level	higher teachers (parents)	lower teachers (parents)
Migration	city-centered (teachers) drift to city (teachers, prts.)	rural-centered (teachers)
Socio-econ. status	higher (teachers, parents)	lower (teachers, parents)

75.5% of total respondents recognize the educational value of examination against 14.8% negating it. The positive attitude is most prevalent among parents. It gains least positive responses from students, reflecting the tendency of students aversion to examination.

Attitude toward the educational value of examination is examined in relation to personal background variables.

The educational value of examination gains more responses from teachers and parents in Seoul, in higher education levels, from those who have migrated to cities and in lower socio-economic status.

o *Freedom not to send children to school*

Responses were invoked about the statement - "it is better not to send children to school if they don't want to learn."

Table 94. Attitude Toward Freedom Not to Send to School

	Average	Teachers	Parents	Students
Negative	47.2	56.8	62.2	22.6
Positive	40.2	33.2	25.8	61.7
Don't know	12.6	10.0	12.0	15.7

Table 95. Attitude Toward Freedom not to Send to School

	Negative	Positive
Sex	Female (teachers, students)	Male (teachers, students)
Age	lower (parents)	higher (parents)
Locality	city (parents)	rural area (parents)
Education level	higher (parents)	lower (parents)
School level	lower (teachers) middle school	higher (teachers) high school
Migration	drift to rural area (parents)	drift to city rural-centered (parents)
Socio-econ. status	lower (teachers) middle school	higher (teachers) high school

47.2% of total respondents insist on sending children to school, no matter whether they want it or not. Responses to "better not send" account for 40.2%. Larger numbers of teachers and parents are against the statement in contrast with students. It is interesting to note that 61.7% of students recognize the freedom not to send to school."

The negative attitude toward freedom not to send to school is more salient among parents in lower ages, in cities, in lower education levels, among those who have drifted to rural areas and in lower socio-economic status. Female teachers and students are more negative about the freedom, and the negative attitude is more prevalent the lower the school level they are serving or attending.

o Conservative and Liberal Orientation about School Education

Corporal punnishment, educational value of examination and freedom not to send to school are related to the operational modes of school education. Responses invoked for each of these issues are subject to classification into conservative and liberal orientations.

Table 96. Conservative and Progressive Orientations about Operational Modes of School Education

Approach	Issues	Average	Teachers	Parents	Students
Conservative	Positive about corporal punnishment	48.5	50.5	61.3	33.9
	Positive about exam	75.5	78.9	83.2	64.6
	Negative about freedom not to send	47.2	56.8	62.2	22.6
Liberal	Negative about corporal punnishment	40.9	41.1	29.5	52.2
	Negative about exam	14.8	13.7	9.4	21.3
	Positive about freedom not to send for school	40.2	33.2	25.8	61.7
Don't know	Corporal punnishment	10.6	8.4	9.2	13.9
	Examination value	9.7	7.4	7.4	14.1
	Freedom not to send to school	12.6	10.0	12.0	15.7

As a whole, responses are almost equally distributed between conservative and liberal orientations about operational modes of school education except for examination value which shows conservative overtone.

Parents are overtoned with conservatism in contrast with students oriented toward liberalism except for examination. Teachers are equally split between the two.

F. Consciousness of Educational Problems

Pre-survey disclosed 13 major problems of education which may be clustered around five areas,namely; educational conditions and financing, educational goals, contents and methods, educational opportunity and administrative system.

Table 97. Major Educational Problems

Areas	Problems.
Condition and financing	1. Overcrowded classroom
	2. Inadequate physical facilities
	3. Insifficient financing
Educational goals	4. Absence of clearly defined goals of education
	5. Unnecessary competetion is encouraged
	6. Mistaken view of education
	7. Unapleasant school
Contents and methods	8. Examination-centered
	9. Apathy to individual needs
	10. Lack of teacher's belief
Educat. opportunity	11. Regional disparity in access to quality education
Administrative support	12. Too much intervention by higher adm. authorities
	13. Decision-making process exclusive of students and parents

1) Problem Consciousness

Table 98 shows the distribution of responses which consider educational problems as serious.

Table 98. Consciousness of Educational Problems: Degree of Seriousness (%)

Problems	Average	Teachers	Parents	Students
Condition & financing				
Overcrowded classroom	91.4	97.0	88.1	89.1
Inadequate facilities	10.6	91.3	89.5	90.9
Insufficient financing	92.1	96.5	89.7	90.0
Edu. goals				
No clear goals	85.5	83.8	84.8	88.0
Competetion- oriented	86.1	91.7	80.6	86.0
Mistaken view of ed.	88.1	91.1	86.3	87.0
Unpleasant school	70.9	59.5	77.8	75.5
Contents & methods				
Examination-bound	82.6	88.5	77.0	82.3
Apathy to individual needs	86.4	88.9	83.8	86.8
Absence of belief	79.5	79.4	77.6	81.5
Ed. opportunity				
Disparity between urban and rural areas	84.3	84.0	84.4	84.6
Administrative support				
Too much intervention	80.4	92.0	69.8	79.5
Decision making process	65.5	51.9	75.1	69.6

Table 99. Perceived Seriousness of Educational Problems

	Condition & Financing			Goals				Contents & Methods			Ed. opport.	Ed. Administration	
	Over-crowded	Inadequate facilities	Insufficient financing	No clear goals	competition-oriented	Mistaken view of edu.	Unpleasant school	Examination-centered	No concern for individual needs	Devoid of belief	Disparity in access	Intervention	Apathy to stdts. parents claims
Sex	M (teachers)	F.(teachers)	M(students)	F.(studts)			M (teachers & students)			F (studts)	M (parents) F (studts)	M (tchrs, students)	M (teachers)
Age	Higher (teachers)		Higher (teachers)					Higher (teachers)					
Locality	Seoul (prts & tchrs)	Seoul (parents)	Seoul (parents)		Seoul (parents)		rural area	Rural(tochrs) Scoul(prts,tch)			Rural area	Rural(tchrs) city(studts)	
Education level	Higher (tchrs & prts)		Higher	Higher (teachers)		Higher (prts.)	Lower (tchrs)		Lower (parents)	Lower (parents)	Lower (parents)	Higher (parents)	Lower (teachers)
School level	High sch. college	Secondary sch.		Private col.stdts.	Gen. high sch.stdts.		Secondary sch (teachers)	High sch.			teachers	Second.tchrs col.stdts.	Second.sch. (teachers)
Migration	Drift to rural area, city-cent. (parents)				Rural-cent (teachers) city-cent (prts)	Drift to city (parents)	Rural-cent (teachers)	Rural-cent (teachers)		Drift to	Rural. cent. drift to rural (tchrs.,prts)	rural-cent drift to (teachers)	Rural-cent (teachers)
Socio-economic status	Higher	Higher (tchrs,parts)	Higher (prts,stdts)	Lower		Higher (parents)	Lower (prts, tchs.)	Lower (prts, stds.)	Higher (students)	Higher (parents)	Lower (prts., stdts.)		Lower (parents)

Of the fice problem areas, educational condition and financing is considered most serious. Those who consider "overcrowded classroom" and "insufficient financing" most serious account for 91.4% and 92.1% respectively. Teachers are particularly sensitive to these problems, since they actually experience them on educational scene.

Those who single out the mistaken view of education among problems related to educational goals account for 88.1%. Those who point to "unnecessary competetion" and "no clearly defined problems" account for 86.1% and 85.5% respectively. "Unpleasant school" is considered serious by 85.5%. "No clearly defined goals" receives the largest number of responses from teachers. Teachers are also most critical of the mistaken view of education. "Unpleasant school" is more keenly appreciated by parents and students.

Of problems related to educational contents and methods, the lack of concern for individual needs is considered most serious, followed by "examination-bound education" and absence of belief as a teacher. Teachers in particular are more concerned about examination-bound education and lack of concern for individual needs. Parents are least aware of the problems. Students are most keenly appreciative of the absence of belief as a teacher.

Disparity in access to quality education between rural and urban areas is considered serious by 84.3%. The perceived degree of consciousness is almost equal among the three groups.

80.4% of respondents are of the opinion that intervention by higher authorities impairs autonomy to a serious extent. "Decision-making process exclusive of students and parents" is considered serious by 65.5%. Teachers are most critical of intervention from higher authorities. The problem of excluding students and parents from decision-making process is most keenly appreciated by parents. The different perception of problems in terms of the degree of seriousness reflect different interests of the groups.

2) Consciousness of Problems Related to Personal Background Variables

In relation to personal background variables, the perceived seriousness of problems related to educational conditions and financing increase in higher ages (teachers), in Seoul, in higher education levels, and in higher socio-economic status. The problem of over-crowded classroom is perceived more serious in higher ages (teachers), in Seoul (parents and teachers), in higher education levels, in higher school levels, and in higher socio-economic status. The problem of physical facilities is more keenly perceived by females (teachers), in Seoul (parents), and in higher socio-economic status. The problem of educational financing is more keenly perceived by females (teachers), in Seoul (parents), and in higher socio-economic status. The problem of educational financing is more keenly perceived by males (students), in higher ages (teachers), in Seoul (parents), in higher education levels (parents) and in higher socio-economic status.

Female students and parents in lower socio-economic status are more conscious of problems related to "no clearly defined goals" and "unpleasant school." Parents in higher socio-economic status are more concerned about "competetion-oriented education" and "mistaken view of education." "No clearly defined goals" is more seriously perceived by female students, students and teachers in high school levels and parents in lower socio-economic status. "Unpleasant school" is more keenly appreciated by females, in rural areas, in lower school levels and in lower socio-economic status. "Competetion-oriented education" is perceived more seriously by Seoulites and in higher socio-economic status. In the case of parents, "mistaken view of education" increase in perceived seriousness in proportion to education and socio-economic status.

The seriousness of problems related to contents and methods increases in proportion to socio-economic status. "Examination-centered education" is perceived more serious in higher ages, by rural

teachers and by parents in Seoul and higher socio-economic status. Parents with low education and students in higher socio-economic status are more concerned about the lack of attention to individual needs. Teachers devoid of firm belief is considered a matter of serious concern by female students and parents on higher education level, migrants to cities and those in lower socio-economic status.

Disparity in access to equality education is taken for a serious problem by rural dwellers, parents in lower education level and those in lower socio-economic status.

"Too much intervention by higher authorities" and "decision-making process exclusive of students and teachers" are considered a more serious problem by male teachers, rural-centered teachers and those in lower school levels and socio-economic status.

The problem of educational conditions and financing is more seriously considered in higher ages (teachers), in Seoul, in higher education level, and in higher socio-economic status. The seriousness of over-crowded classroom is greater among males, in higher ages (teachers), in Seoul (parents and students), in higher education level, in higher school level and in higher socio-economic status. The problem of school facilities is more seriously perceived by female teachers, in Seoul (parents) and in higher socio-economic status. The seriousness of financial problem becomes greater among male students, higher ages (teachers), in Seoul (parents), in higher education level (parents) and in higher socio-economic status.

"No clear goals" and "unpleasant school" are more seriously perceived by female students and in lower socio-economic status (parents). The seriousness of competition-oriented education" and "mistaken view of education" increases in proportion to socio-economic status (parents). The problem of "no clear goals" becomes greater among female students, in lower school level, and in lower socio-economic status. "Unpleasant school" becomes a more serious problem among females, in rural areas, in lower education levels, and in lower

socio-economic status. "Competition-oriented education is perceived more serious by Seoulites and in higher socio-economic status. The seriousness of problem related to mistaken view of education" increases in proportion to education level and socio-economic status.

"Examination-centered education" causes greater anxiety in higher ages, among rural teachers, and parents in Seoul and higher socio-economic status. "Lack of concern for individual needs" is more seriously perceived by parents in lower education level and students in higher socio-economic status. "Absence of belief as a teacher" is more serious among female students and parents on lower education levels, those migrating to cities and in lower socio-economic status.

"Disparity in access to quality education" becomes a matter of more serious concern among rural dwellers and parents in lower education level and low socio-economic status.

"Too much intervention by higher authorities" and "decision-making process exclusive of parents and students" are more seriously taken by male tachers, rural-centered teachers, and teacher in lower school level. Parents in lower socio-economic status are more keenly conscious of the decision-making process exclusive of parents and students.

5. Factor Analysis of View of Education

Chapter III identified the patterns of viewing education from the three components, namely - value and goals, system operation and problems consciousness. In order to validate variables which form the view of education, factor analysis was attempted through questionnaire survey. Each question serves as a variable which contributes to the formulation of educational perspective.

The purposes of factor analysis are to validate factors which form the conceptual model of view of educationa and to determine consistency between sets of variables which form a value pattern of edu-

Diagram 4. Correlation Among Factors

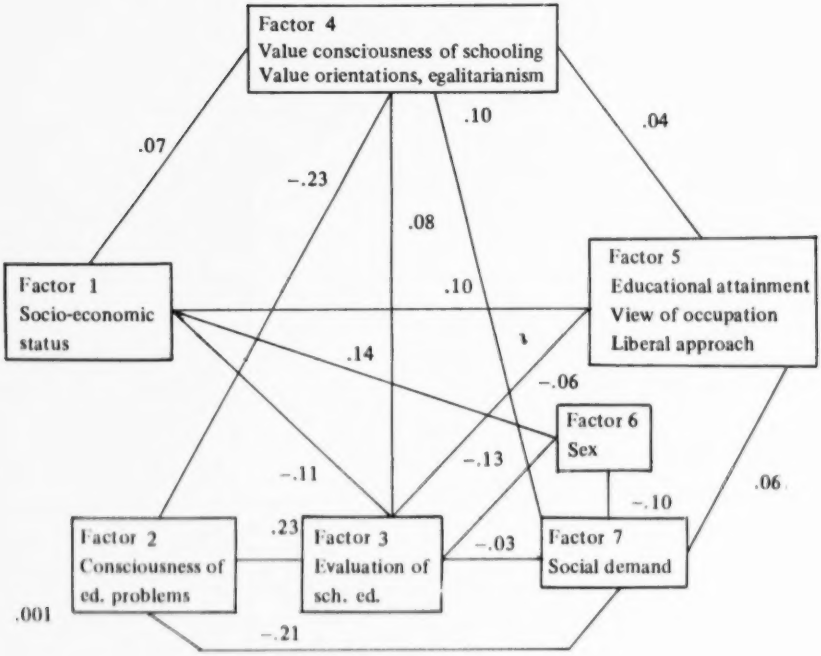

Table 100. Correlation Coefficients among Factors

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Factor 1	1.00000	-0.06768	-0.11432	0.06666	0.10130	0.13656	0.00104
Factor 2	-0.06768	1.00000	0.05416	-0.23351	0.00789	-0.17159	-0.20658
Factor 3	-0.11432	0.05416	1.00000	0.08337	-0.06484	-0.13445	-0.03855
Factor 4	0.06666	-0.23351	0.08337	1.00000	0.04837	0.00586	0.09892
Factor 5	0.10130	0.00789	-0.06484	0.04837	1.00000	0.07347	0.15843
Factor 6	0.13656	-0.17159	-0.13445	0.00586	0.07347	1.0000	-0.09942
Factor 7	0.00104	-0.20658	-0.03855	0.09892	0.15843	-0.09942	1.00000

cation.

Responses given by parents, teachers and students were processed by SPSS factor analysis program, which employed R-factoring, principal-component solution and rotation. Factor analysis was limited by the intervention of variables which called for qualitative analysis using nominal scale.

The matrix of factors comprises seven factors. Factor 1 represents age, locality, occupation, education level, income, etc. which indicate socio-economic status. The first seven variables in the column are reversely correlated with factor 1.

Factor 2 corresponds to variables from 52 through 62 which elicit the perceived seriousness of educational problems.

Factor 3 includes variables which invoke responses regarding social functions of schooling, educational opportunity, college entrance examination, etc. which are related to school system.

Factor 4 classifies variables into

(1) general value orientation about time, human nature, social change, and respect for human dignity,
(2) social function of schooling,
(3) value orientations about the ideal profiles of an educated person and a teacher and educational contents,
(4) definition of a good education,
(5) egalitarian approach to school operation and,
(6) the time of career selection.

Factor 4 deals with value orientations about the aspects of crucial concern which form the mainstay of educational perspective. The value orientations disclosed about these variables point to prevailing egalitarianism.

Factor 5 includes variables which concern with economic value of schooling, motive for schooling, occupation, and progressive approach to school education. The inclusion of liberal attitude toward school deserves of special attention on account of its close relation

with the orientation about education and occupation.

Factor 6 is sex variables of little importance. Factor 7 deals with parents expected level of educational attainment by children and educational opportunity. The given responses reveals attitudianal inclination toward open educational opportunity in response to increasing social demand of education.

From the schematic illustration of correlation, the following conclusions may be advanced.

(1) Negative evaluation of school education is more prevalent among males in higher and lower socio-economic status. The value of education is more often appreciated in terms of its association with social recognition, occupation and social mobility than the intrinsic of it.

(2) Those who cherish the intrinsic value of education are conscious of educational problems and hold a positive attitude toward the functions of schooling.

(3) The realistic view of education which favors the associated value of education have little concern for educational problems and negative attitude toward school education. The value orientation has much to do with the increasing social demand of education.

(4) The parents' expectation on education for children has been known to be influenced by socio-economic status. But the diagram shows no significant relation between the two when the expected level of education is derived from the perception of intrinsic and associated value of education. Rather, factor 4 and factor 5 are closely related with each other. Factor 1 appears to interact with factor 7 in the total context of relations with value consciousness of schooling, educational attainment level and occupation.

(5) The selection of grouping of variables in describing the conceptual model for the view of education proved to be valid. Diagram 2 and Diagram 4 share a similar structure. It can be

safely stated that the conceptual model for the view of education evolved from theoretical study has been validated through empirical study.

VI. SUMMARY AND MAJOR CONCLUSIONS

Competing images of schooling as well as education and development, forms the social context of educational planning and policy-making in Korea today. These competing images underlie a variety of sometime conflicting social purpose persued in schools. This study was conducted as part of the research project to develop a system of indicators for educational development in Korea, which raise a question of how we could redefine the goal and objectives of educational development for 1980's. A Need to reflect people's subjective value-judgement and perception of education and schooling was strongly suggested in the Indicators project. Therefore, this study turn its attention to people's view, opinion, perception and value judgement of education and schooling in the context of development and social change in Korea. This formulate the background of this study.

Theories of social behavior, Theories of educational change and conceptual framework of social construction of schooling were reviewed as theoretical guidelines for this study. Particularly, this study was interested in theories of social behavior to investigate a possible link between the constructions of schooling and educational behavior and to conceptualize the characteristics of constructions of schooling. Functional-Structural theories represented by T. Parsons and Getzels-Guba model were examined. Phenomenological interpretation of reality examplified by Schutz's treatise were contrasted to those by Functional-Structural theory. This review results in indicating four major components of constructions of schooling. Namely they are:

(1) normative value judgement of education,
(2) expectation of the functions of schooling,
(3) expectations and demand for the schooling, and
(4) perception of the reality in education.

Singleton and Lee conceptualized four major public social constructions of schooling. Confucian model, gate-keeper models from societal and individual point of view, and humanistic model. However, this conceptualization is too simple in characterization of each model to guide the conceptual development of constructions of schooling, which this study rely upon to construct patterns of constructions of schooling and survey design. Two basic social-changes paradigms, namely, the equilibrium and the conflict models of educational change/reform classified by Paulston was examined and applied to fill this gap.

Other studies as public opinions and attitude toward schooling were also examined. This review includes: Park Joon Hee's cross-cultural survey analysis of ideal goal-perceptions in Korea, KEDI's survey of public attitudes toward the goals of schooling, Han Ki Un's historical analysis and Kim In Hee's analysis of cultural patterns imposed on education based on his ethnographic approach to shamanism in Korea. Gallup polls survey in the United States, Miller's in Canada and the study of views in schooling and occupation in Japan by research group in Japaneses Economic Planning Board are others. All these studies are not directly compared to the findings in this study to aboid over-simplified comparison ignoring the difference in cultural and social context.

This study defines the view of education, the most used but ambiguous term, as social constructions of the reality in schooling. This definition is based upon a view of the world as socially constructed and can, therefore, be called a "constructivist" model of social force in education. This model further suggests that our perceptions and conceptions of reality, build upon our transaction with the world and interpreted through our social experience, construct the world with which we can deal and the meanings which we will attitude to it. Based on this definition and characterization of social constructions of schooling, Four kinds of perceptions are dealt in this study as

major components of the constructions of schooling. They are:

(1) perception of the values and goals of schooling,

(2) perception of the situation-context of schooling,

(3) evaluation of the policies and strategies in the operation of school system and

(4) perception of the issues and educational problems.

For the first category of perception, attempts were made to develope conceptual patterns with which the social constructions of schooling can be characterized and hopefully, some kinds of conflict can be found in the comparison among the patterns. These patterns were conceptually formulated in some aspects of education and schooling.

The aspect of values and goals of schooling was further divided into three categories: values of education, social function of schooling and ideal process of schooling. Perception of values of education were patternized in terms of

(1) self-directive independence *vs* dependence dimension and

(2) intrinsic values *vs* pay-off value dimension.

Patterns on values of education were designed to be found in the questions such as what kinds of value should be placed on educational goals? What is the most important things school should teach? And what characteristics teacher should have as an ideal model of teachers?

Patterns on social functions of schooling was approached to characterized the social functions into two dimensions: instrumental functions and ways of recourse allocation. Functionally two orientations were specified system maintenance and system reform orientation. In ways of resources allocation humanistic-egalitarian approach and efficiency oriented societal allocation of resources were specified. Four patterns of social function of schooling were characterized by crossing these two dimensions. On the aspects of ideal schooling, four patterns were constructed with two dimensions; one is what is meant

by ideal education and the other is what factors make good education. Is ideal process of schooling can be found in learning process itself or in the outcomes of schooling? Which factor namely, human factor such as teacher or physical factor such as facilities is more important for realizing good education?

Five major public constructions of schooling conceptualized by Singleton and Lee were than defined with patterns constructed in the aspects of value and goals of schooling, social functions of schooling and ideal process of schooling.

For the other category of the perceptions of the schooling, attempts was made to construct patterns by inquiring "how people perceive the context and situation of schooling, what attitude they developed, what strategies they took in the process of realizing the value and goals of schooling?". This study approached to this task in eight areas. They are:

(1) evaluation of the equality of the educational opportunity,
(2) expected level of educational attainment for their children,
(3) perception of the economic value of education and reasons to go to higher level of school,
(4) attitude towards social selection through schooling,
(5) evaluation of the examination system for higher education,
(6) propensity towards egalitarianism or eliticism
(7) propencity towards conservatism or liberalism and
(8) perception of the issues and problems of education.

On the aspect of evaluation of the equality of educational opportunity the patterns were constructed with the questions in three dimensions: perception on the level of equality of educational opportunity, perception of the major factors limiting the equality between "environmental factors" and "individual factors", and expected level of educational attainment. Also, the perception of economic value of education is related to the reasons to go higher leve of school to construct the patterns of expected level of education by economic

or non-economic motive of having more education. The attitude towards social selection through schooling is categorized into two strategies: Egalitarian approach and Elitist approach, and patterns such as Aristocraticism, European, and American model were conceptualized. Related to these patterns, responses to the questions of "who should go to university and who go to university?" were characterized with four patterns: Aristocraticism, meritocracy, secularism (family-support) and confucian model. The Egalitarian and Elitist approach were defined with the attitudes towared class grouping, necessity of competetion in schooling and openness in enrollment policy. The Conservatism and Liveralism were defined with the attitude towards utility of examinations, necessity of corporal punishments and the right of parent not to send their children to school. Under these conceptual framework of patterns this study attempts to find (the major public constructions of schooling in Korea?) and any possible conflicts among the patterns by social classes and groups (teachers, students, parents).

This study selects fifty-one variables to construct the survey questionare and three groups of samples were taken from the populations by clustered-stratified random sampling method with the total size of 11,450. The survey was administered in October, 1980 through mailing. 82% of the sample responded. Major statistically significant findings are as follow:

1) Korean's value-orientation to human nature, time and relation viewed from Kluckhorns model are:

(1) 72% of the sample views that human nature is good.

(2) 54% of the sample oriented to individualism and next comes vertical orientation (37%) in relation dimension. Horizontal orientation is very minor in proportion.

(3) Most of the sample (87%) belongs to future orientation in time dimension. This future orientation is positively related to the characteristics of younger age, higher education level, urban area

and higher socio-economic status.

2) In the attitude toward 'social development', 'social change', 'factors affecting individual's socio-economic status' and 'criteria for job selection':

(1) 76% of the sample views that Humanism should be more respected than materialism in social development and change.

(2) 52% of the sample prefer social stability to social change.

(3) Korean seem to be equally divided in viewing of the most important factor affecting individuals socio-economic status between two factors: Individual ability and environmental factor (family support).

(4) Majority of the sample (87%) prefer that the aptitude, ability and interest of individual to income level, and popularity of the job in the selection of jobs.

Satistically significant relationships were found between these attitudes and other variables such as age, resident area, groups and socio-economic status.

3) More than 50% of the sample select morality and selfdeterminism as important factors for the ideal men.

The other (35%) prefer sociality and occupational competency for the ideal men persued in schooling.

(1) This preference is related to resident area, socio-economic status. Sociability-technical competency is more preferred in rural-low socio-economic status group.

(2) Self-determinism is positively related to the view of human nature as good, Individualism, future-orientation and Humanism. Morality is positively related to good-human nature, vertical and social stability orientation.

(3) Viewed from the dimension of ideal men, the majority (37%) belongs to the patterns of self-determinism-intrinsic value orien

tation. Next comes the combined pattern with payoff-intrinsic (26%) and the pattern of intrinsic orientation (25%).

4) In the dimension of "what should be taught in school?", creativity, sociability, occupational competency, morality and preparation for entrance examination are selected in the order of importance.

(1) Older age, higher socio-economic status groups prefer creativity and Sociability, while the opposite group favor morality and occupational competency.

(2) The Majority (56%) prefer the pattern of creativity, self-determinism and intrinsic value orientation (morality & sociality).

5) 80% of the sample prefer intrinsic characteristics such as 'belief', 'love and care', 'guidance for life' to pay-off characteristics (teaching competancy, knowledge, rigid discipline) as factors for ideal teachers.

(1) Parents prefer 'belief' most, while teachers and students pay more attention to 'love and care'.

(2) Older age and high socio-economic status group select 'belief' as the most important factor. Rural-low SES group prefer pay-off characteristics.

(3) The majority (50%) prefer the pattern of self-determinism and Intrinsic characteristics. And the others select combined pattern with pay-off-intrinsic characteristics and pattern of intrinsic characteristics, respectively.

6) In the dimension of social function of schooling, the majority prefer schooling for 'social reform-innovation' and 'Humanistic-egalitarian approach' in resource-allocation for schooling. However, schooling for social-maintenance and societal selection is more favored in rural area, and in low socio-economic status group. 'Social maintenance' is positively related to the vertical orientation in relation. Human-

istic-egalitarian approach is related to social change orientation. However, social stability orientation is related to the preference to 'social reform' function of schooling. The ascribed orientation in job selection is related to 'social selection' and 'maintenance function' of schooling.

7) The major public construction of schooling in Korea may be identified with the Humanistic model. Then, confucian and gate-keeper model from individual point of view come next in the order of preference. Gate-keeper model from social point of view is least popular in Korea.

8) In the evaluation of the educational opportunity of 53% the sample respond positively to the question of "Could one get as much education as possible based upon one's ability and Needs?".

(1) Parent respond more positively than students.

(2) Rural, low SES, women, older age group respond more positively than the group of its opposite characteristics.

9) 89% of the parent want to send their son beyond University level of education, while only 70% want to beyond University level for girls education.

10) Economic factor (47%) and their childrens academic ability (21%) are considered as major obstacle for parents not able to send their children to the expected level of education.

(1) The group who respond negatively to the question of equality of educational opportunity consider economic factor as the major constraint. This tendency is noticeable in the group of teachers and parents.

(2) The majority consider ability factor as the major constraints up to high school for the expected level of education, but beyond

high school level they select economic factor as the major constraint.

11) Only 39% of the sample appreciate economic value of education, 43% do not believe the economic return to the investment in education as one has more education.

(1) Teacher (55%) and parents (53%) are negative to economic value of education. Women, older age, low SES group are more positive to the economic value of education than its opposite group.

(2) 65% of the sample want to have more education for economic reasons. However, most of them do not appreciate the economic value of education.

12) Toward social selection function of schooling,

(1) 65% of the sample support 'open policy' in enrollment and only 28% favor limited policy for higher education. Teachers favor 'limited policy', while students favor 'open policy' than its counterparts.

(2) 69% support 'early selection'. However, male, urban and high SES group support 'later selection'.

(3) 54% of the sample support European model of selection (open policy and early selection), while 17% favor Aristocraticism (limited policy and early selection). Only 15% support American model (open policy and later selection).

13) In evaluation of the entrance examination system for higher education, 91% favor meritocracy as ideal model and only 14% perceive that student are selected on the basis of meritocracy. 77% of Korean consider that the system select wrong applicants.

(1) Meritocracy is favored by younger, urban area, and higher SES group. Rural and low SES group favor confucian model.

(2) 34% perceive that students who enjoy economic support from

family and only prepared for the entrance exam could pass the selection process. This negative evaluation of the exam system are well noticeable in teacher and student group with high SES.

14) In the practice of schooling, Egalitarian approach is contrasted to Elitist approach in attitudes to wards class-grouping, necessity of competition in schooling and open policy on enrollment decisim.

(1) Majority (65%) do not support the necessity of competition. Teacher (71%) are strongly negative to competition.

(2) Majority (58%) support 'mixed grouping'. Teacher favor more 'ability grouping', while parent and student support 'mixed grouping'. In general the majority (65%) support Egalitarian approach which parent and student support 'mixed grouping'. In general the majority (65%) support Egalitarian approach which outnumbered Elitist approach by two times.

15) When it comes to define conservatism and Liberalism with attitudes towards educational value of examinations, necessity of corporal punishment and the parents right not to send their children to schools, Koreans seems to be equally divided into two orientation: Conservatism & Liberalism.

(1) 76% of the sample support the necessity of examination.

(2) The sample was equally divided in the attitude to the educational value of punishment into negative and positive tendency.

(3) Only 40% agree to the right of parents not to send children to schools, while 48% do not agree.

16) Most Korean consider the educational problems stated in the questionare as serious one. Teacher, urbane and high SES group take them into consideration as more serious ones.

17) Factor analysis of the responses resulted in identifying seven major factors named as follow in the order of its magnitude of counting the variance:

(1) SES,
(2) perception of educational problems,
(3) evaluation of school functions,
(4) perception of educational values, value-orientation and Egalitarian approach,
(5) Liberalism and orientation to jobs,
(6) sex,
(7) social demand for education.

(1) Generally these factors correspond to the major components of conceptual definition of public constructions of schooling.
(2) Perception of educational value is closely related to value-orientation and Egalitarian approach. This factor (4) is related negatively to the perception of educational problem and positively to the social demand for education.
(3) Credentialism, and Liberalism seems to have very weak relation with the perception of educational values.
(4) Relations among factors seems to indicate that social demand for education is not directly related to SES. However, By inserting the fourth and fifth factor as mediating variables, SES seems to be strongly related to demand for education.

18) Based upon the major findings of this study, this study conclude that:

(1) Major public construction of schooling in Korea is the pattern of self-determinism and intrinsic orientation. Emphasis on Humanistic approach and social reform functions of schooling represents other dimension of the construction.
(2) Therefore, the major public construction of schooling is identi-

fied with Humanistic model. This Humanistic model is in conflict with Gate-keeper models and Confucian model.

(3) There exist wide gap between expected level of education for their children and reslistically possible level. Koreans consider Individual factor and Environmental factor equally as the most serious constraints. The more they consider Environmental factor the more they becomes negative to evaluation of the equality of educational opportunity.

(4) Most Korean value less the economic return of education. However, they want to have higher level of education for economic reasons.

(5) European model of Open policy and Early selection is most favored. However, this model is in conflict with American model and Aristocratic model in practice.

(6) In the evaluation of entrance examination to higher education, there exist wide difference between the criteria for "who should go" and 'who go'. This difference results in negative evaluation of the exam system.

(7) Egalitarian Approach is most favored but is in conflict with Elist approach.

(8) Koreans are equally divided into Conservatism and Liberalism.

(9) There exist significant difference among the groups of teachers, parents, students in the construction of schooling. However, more significant and serious conflicts are found between urbane and rural, and social classes than the groups.